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AUTHOR Lieberman, Marcus; And Others
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ABSTRACT

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for primary language arts.
(CK)

PRIMARY LANGUAGE ARTS BEHAVIORAL OBJECTIVES AND TEST ITEMS

EVALUATION FOR INDIVIDUALIZED INSTRUCTION

A Title III ESEA project
administered by
Downers Grove, Illinois
School District 99

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Institute for Educational Research

1400 West Maple Avenue
Downers Grove, Illinois 60515
Phone: 312-971-2040

1972 EDITION

	Lang. Art.	Math.	Sci. Stud.	Science
Primary	X			
Intermediate				
Junior High				
High School				

ED 066498

PRIMARY LANGUAGE ARTS

Behavioral Objectives and Test Items



by Dr. Marcus Lieberman, Director
Dr. Lee Brown, Project Associate
Mr. William Neidinger, Project Associate
Mrs. Linda Swanson, Project Associate

/ Evaluation for Individualized Instruction Project
AN ESEA TITLE III PROJECT

Administered

by

Downers Grove Public School District 99

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BACKGROUND

The Evaluation for Individualized Instruction Project, an ESEA Title III project administered by the Downers Grove, Illinois, School District 99, has developed an Objective-Item Bank covering sixteen sectors of four subject areas in each of four grade levels.

Subject Area				
	LA	MA	SS	SC
1	11	12	13	14
2	21	22	23	24
3	31	32	33	34
4	41	42	43	44

LA = Language Arts
MA = Math
SS = Social Studies
SC = Science

1 = Primary
2 = Intermediate
3 = Junior High
4 = High School

Nearly 5000 behavioral objectives and over 27,000 test items based on these objectives were recently published as the culmination of this three-year project. The complete output of seventeen volumes totals over 4500 pages. These publications have been reproduced by the Institute for Educational Research to make them available at cost to teachers and administrators.

The objectives and items were written by over 300 elementary and secondary teachers, representing forty Chicago suburban school districts, who participated in workshops of three to nine weeks duration throughout the project. In these workshops they learned to write effective behavioral objectives and test items based on the objectives. The results of their work were edited for content and measurement quality to compile the largest pool of objectives and test items ever assembled.

PRINCIPLES AND MERITS.

Unfortunately, the Objective-Item Bank is often viewed mainly as a source of test items. Although this is an important function, its greatest potential impact lies not in the availability of a multitude of test items, but rather in the ability of these items to measure carefully selected educational goals.

The almost frenetic search for test items on the part of some educators has been spurred by the current emphasis on measurement. Some educators have become so enamored with measurement that they seem more interested in obtaining a numerical index than examining what they are really trying to measure. Further, it is

not unusual for teachers to speak about a child obtaining a score of 95% on a particular test. Frequently, they encounter considerable difficulty in interpreting the real meaning of a score and are content to just accept its numeral value. A much more important question would seem to be: What are our goals of measurement? Unless we can answer this question precisely, the only real purpose that testing serves is to gather data concerning pupils to facilitate the marking of report cards. This is not to say that this function is not legitimate - it is rather to say that such a view of measurement is much too constricting. The goal of measurement should be to provide feedback both to the teacher and the child regarding the success or failure of the learning experiences in realizing specifically stated objectives.

One of the main strengths of the EII Objective and Item Bank is that all the items are directly tied to specifically stated objectives. Each group of items is designed to measure a specific objective and therefore provides the means whereby the teacher can obtain feedback on the success of the educational program.

It is disheartening to observe so many districts attacking the complex problem of curriculum development independently. One cannot help reflecting on the mammoth duplication of efforts involved. The Objective-Item Bank offers a possible alternative to this duplication. Utilizing its resources, the curriculum committee is provided with some point of departure. The efforts of three hundred teachers participating in the Evaluation Project's workshops and the thoughts of forty districts can be evaluated and utilized. This is not to suggest that any set of objectives should be viewed as the "answer" to an individual district's curricular problem but rather the efforts of others offer a convenient point of departure and may serve to stimulate diverse opinions about the direction of curricular thrust within the individual district. The words of Sir Isaac Newton seem appropriate; "If I have seen further, it is by standing upon the shoulder of giants." The efforts of others, whether we consider them giant-like or pygmyish, do offer a threshold to view the immense, complicated problem of curricular development in better perspective.

The title of an article in a recent educational journal, "If You're Not Sure Where You're Going, You're Liable to End up Somewhere Else," succinctly describes a continuing dilemma in our educational system. The vagueness of our goals often promotes the idea that "anything goes." Without a guiding beacon many classrooms become activity-centered rather than goal-oriented. One educator recently compared the all-too-typical classroom with Henry Ford's observation concerning history. He defined history as, "One damned thing after another." Is this true of the succession of activities within our classrooms? Does the teacher really know the educational purpose of each activity? Perhaps, even more importantly, do the children know the purpose?

The Objective-Item Bank offers a mechanism to assist teachers in stating more specifically the goals of their instructional program and further provides the means to determine the extent to which the objectives are accomplished. The specification of goals assists the teacher in discovering whether favored activities advance learning, or are merely time fillers; whether they get the "materials" across, or are merely perfunctory exercises.

Much discussion has been devoted to the topic of, "why individualized instruction?" and occasionally some dialogue has even centered on the "how." But an even more basic question is one that is often ignored: "Individualize what?"

Many school districts mention their individualized programs in reading or mathematics. What is individualized within these programs? Are certain skills definitely identified? Is the practice of pretesting to determine the child's level of proficiency when he enters the program a guideline?

The Objective-Item Bank has two potential contributions to make to all school districts embarking on or presently engaged in individualized instruction programs. These contributions are: 1. A group of well-specified objectives which could form the "what" of the program. 2. A set of items designed to provide information on the degree of mastery of the objective.

APPLICATIONS AND TECHNIQUES

The versatility of the Objective-Item Bank is evident in the value and usability by both teachers and administrators.

To the Administration the Objective-Item Bank:

1. Provides an initial starting point for curriculum development. The existence of many objectives avoids the necessity of each district duplicating the efforts of another. The task of the curriculum committee becomes one of selecting and/or rejecting objectives from the Objective - Item Bank and then supplementing them with objectives developed at the local level. Past-participants of the Evaluation Project workshops would be valuable resource people in this endeavor.
2. Provides the instrumentation for program evaluation. The selection of items from those objectives representative of the main emphases of the local district provides the framework for the evaluation of the stated goals.

To the Teacher the Objective-Item Bank:

1. Provides the pooling of talent and imagination of teachers of varied experience and interests, thus avoiding the present duplication of effort.
2. Provides resources for more highly sensitized program evaluation instead of a battery of standardized tests. Since the objectives are tailored to the program, the associated test items can be used to determine precisely the efficacy of the instructional materials.
3. Provides the means whereby the teacher can become more acutely aware of that which he is seeking to have occur in his classroom and that which he will accept as evidence of its occurrence. Hopefully, as teachers become more aware of their goals, they will share these

objectively with children and let the pupils become acutely aware of that which is expected of them, ergo allowing them to seek their own modality of instruction for the realization of the stated goals.

4. Provides the nucleus of an individualized instruction program.
 - a. It provides for more precise curriculum planning by differentiating those goals specific to each grade and even to each student. With the bank at their disposal, teachers are encouraged to become aware of their responsibilities in developing a set of basic objectives which every child must attain and a further set which can be pursued according to the students' abilities and interests.
 - b. It provides several items per objective, some of which may be used as a pre-test to discover whether a student should undertake that objective while the remainder may be employed to measure the mastery of those students who do tackle the objective.

NOTES

Several of the volumes have been reproduced from punched cards by the IBM 407, a machine which does not print all characters exactly as they appear on a typewriter. Thus:

% is actually (

% is actually)

0 is actually ? or !

Apostrophes cannot be printed.

The number immediately after the statement of each objective represents the number of items measuring attainment of that objective.

Information on the EII publications or purchase requests can be directed to:

INSTITUTE FOR EDUCATIONAL RESEARCH
1100 West Maple Avenue
Downers Grove, Illinois 60515

PRIMARY LANGUAGE ARTS

GRAMMAR AND USAGE

NOUN

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF SINGULAR AND PLURAL FORMS OF KNOWN NOUNS AND VERBS BY CHOOSING THE CORRECT FORM IN A GIVEN SENTENCE. #29

0799

DIRECTIONS - CHOOSE THE CORRECT FORM OF THE WORD TO COMPLETE THE SENTENCE.

0807

MOTHER SAID, "_____ HERE, DICK."

- *A. COME
- B. COMES

1105417
1105417
1105417

DICK _____ THE MAN.

- A. SEE
- *B. SEES

1105418
1105418
1105418

THEY HAVE MORE THAN ONE _____.

- *A. BOOK
- B. BOOKS

1105419
1105419
1105419

"THOSE _____ ARE RED," SAID DAN.

- *A. CARS
- B. CAR

1105420
1105420
1105420

SALLY _____ ROPE EVERY DAY.

- A. JUMP
- *B. JUMPS

1105421
1105421
1105421

I WOULD _____ TO HAVE THAT GAME.

- *A. LIKE
- B. LIKES

1105422
1105422
1105422

THIS SCHOOL HAS MANY _____.

- *A. BALLS
- B. BALL

1105423
1105423
1105423

I _____ TO SCHOOL IN THE MORNING.

- A. WALKS
- *B. WALK

1105424
1105424
1105424

SALLY AND DICK _____ TO SCHOOL EACH DAY.

- A. WALKS
- *B. WALK

1105425
1105425
1105425

TOM _____ HOME FROM SCHOOL.

- *A. WALKS
- B. WALK

1105426
1105426
1105426

I _____ TO GO TO THE ZOO.

- *A. LIKE

1105427
1105427

I LIKE _____
 DO YOU LIKE TO PLAY _____?
 *A. GAME
 *B. GAMES
 THAT _____ IS FUN TO PLAY.
 A. GAMES
 *B. GAME
 TIM AND PEG _____ THE BUS.
 *A. RIDE
 B. RIDES
 JACK _____ HIS BIKE IN HIS YARD.
 *A. RIDES
 B. RIDE
 MOM CAN _____ A GOOD CAKE.
 A. MAKES
 *B. MAKE
 SHE _____ TO THE STORE FOR CANDY.
 A. GO
 *B. GOES
 PATTY AND PEGGY CAN _____ TO THE SHOW.
 *A. GO
 B. GOES
 ALL BOYS HAVE TWO _____.
 A. LEG
 *B. LEGS
 _____ ARE FUN TO PLAY WITH.
 A. DOG
 *B. DOGS
 PAUL GOES _____ FOR LUNCH.
 *A. HOME
 B. HOMES
 _____ IN THE BOX AND SEE THE NEW TOY.
 *A. LOOK
 B. LOOKS
 JOHN _____ IN THE BOX NOW.
 A. LOOK
 *B. LOOKS
 I LIKE TO SLEEP IN MY _____ AT NIGHT.
 *A. BED
 B. BEDS
 _____ ARE FOR WORK AND PLAY.
 A. MORNING
 *B. MORNINGS
 HERE _____ DADDY DOWN THE STREET.
 *A. COMES

1105427

1105428

1105428

1105428

1105429

1105429

1105429

1105431

1105431

1105431

1105432

1105432

1105432

1105433

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1105439

1105440

1105440

1105440

1105441

1105441

1105441

1105442

1105442

1105442

1105443

1105443

B. COME

1105443

A 02 03
THE FIREMAN SAID TO _____ AT THE CORNER.

1105444

*A. STOP

1105444

B. STOPS

1105444

1105444

BOB _____ OUTSIDE AFTER DINNER.

1105445

A. PLAY

1105445

*B. PLAYS

1105445

THEY _____ DO THE WORK NOW.

1105446

*A. CAN

1105446

B. CANS

1105446

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF NOUNS (PERSON,
PLACE, OR THING) BY CHOOSING THE NOUN FROM A GIVEN LIST OF WORDS.
870

0303

DIRECTIONS - CHOOSE THE LETTER OF THE WORD THAT IS A NOUN.

0246

*A. DOG

1103023

B. RAN

1103023

*C. FUNNY

1103023

*A. SWIMMER

1103024

B. GOOD

1103024

*C. LOUD

1103024

*A. HAND

1103025

B. HAPPY

1103025

*C. GLADLY

1103025

*A. SCHOOL

1103026

B. STORED

1103026

*C. EAT

1103026

A. DEEP

1103027

*B. BOAT

1103027

*C. WATCHING

1103027

A. WHISTLING

1103028

B. HAIRY

1103028

*C. PAPER

1103028

A. READ

1103029

*B. PENCIL

1103029

*C. SAD

1103029

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE TERM
DETERMINER BY CHOOSING THE SENTENCE HAVING A DETERMINER IN THE
SUBJECT. 8020

DIRECTIONS-- CHOOSE THE LETTER IN FRONT OF THE SENTENCE THAT
HAS A DETERMINER IN THE SUBJECT.

0878

- A. JEFF GOT A NEW BASEBALL GLOVE.
- B. KAREN WANTED A WHITE KITTEN.
- *C. THE BOY BROKE HIS AIRPLANE.
- D. BILL AND BOB FLEW THEIR KITES.

1106094
1106094
1106094
1106094

- A. APPLES GROW ON TREES.
- B. GRAPES GROW ON VINES.
- C. POTATOES GROW UNDERGROUND.
- *D. THE CORN GROWS ON A STALK.

1106095
1106095
1106095
1106095

GIVEN A SENTENCE, THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE KINDS OF NOUNS BY IDENTIFYING THE KIND OF NOUN USED AS THE SUBJECT IN THE SENTENCE. 868

0090

CHOOSE THE KIND OF NOUN THAT IS USED AS THE SUBJECT IN EACH SENTENCE BELOW.

0097

THE BOOKS WERE ON THE SHELF.

- A. A PERSONAL PRONOUN
- B. A PROPER NOUN
- *C. A DETERMINER PLUS A COMMON NOUN
- D. A COMMON NOUN BY ITSELF

1100413
1100413
1100413
1100413
1100413

HE SAW THEM IN THE MOVIE.

- *A. A PERSONAL PRONOUN
- B. A PROPER NOUN
- C. A DETERMINER PLUS A COMMON NOUN
- D. A COMMON NOUN BY ITSELF

1100414
1100414
1100414
1100414
1100414

IT HELPS THE ICE MELT.

- *A. A PERSONAL PRONOUN
- B. A PROPER NOUN
- C. A DETERMINER PLUS A COMMON NOUN
- D. A COMMON NOUN BY ITSELF

1100415
1100415
1100415
1100415
1100415

RAIN MAKES FLOWERS GROW.

- *A. A PERSONAL PRONOUN
- B. A PROPER NOUN
- C. A DETERMINER PLUS A COMMON NOUN
- *D. A COMMON NOUN BY ITSELF

1100416
1100416
1100416
1100416
1100416

MARY CALLED HER FRIEND EVERY DAY.

- A. A PERSONAL PRONOUN
- *B. A PROPER NOUN
- C. A DETERMINER PLUS A COMMON NOUN
- D. A COMMON NOUN BY ITSELF

1100417
1100417
1100417
1100417
1100417

SHEPHERDS WATCH SHEEP IN THE MEADOW.

- A. A PERSONAL PRONOUN
- B. A PROPER NOUN
- C. A DETERMINER PLUS COMMON NOUN
- *D. A COMMON NOUN BY ITSELF

1100418
1100418
1100418
1100418
1100418

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE RULE FOR THE FORMATION OF NOUN PLURALS FOR NOUNS ENDING IN *CH* OR *TCH* BY CHOOSING THE LIST OF WORDS TO WHICH *ES* MUST BE ADDED TO MAKE THE PLURALS. %01%

0891

CHOOSE THE GROUP OF WORDS TO WHICH *ES* MUST BE ADDED TO FORM THE PLURAL FOR EACH WORD IN THE GROUP.

1106097

- A. STRETCH, JUMP, SLIDE
- B. PINCH, HURT, PUNCH
- *C. HATCH, REACH, PATCH

THE STUDENT WILL UNDERSTAND THE RULE FOR PLURAL FORMATION OF WORDS ENDING IN *S*, *X*, *CH*, AND *SH* BY CHOOSING THE ONE WORD IN FOUR TO WHICH THE RULE APPLIES. %3%

0025

CHOOSE THE WORD BELOW THAT NEEDS AN *ES* ENDING TO BE PLURAL.

0026

- A. TOY
- B. BABY
- C. PUP
- *D. CIRCUS

1100071
1100071
1100071
1100071

- A. BUGGY
- B. BANK
- *C. FOX
- D. SHEEP

1100072
1100072
1100072
1100072

- A. CAR
- *B. DISH
- C. COW
- D. CITY

1100073
1100073
1100073
1100073

- A. FOUR
- B. DAY
- *C. WATCH
- D. WIN

1100074
1100074
1100074
1100074

- A. BOY
- *B. DRESS
- C. STORY
- D. BABY

1100075
1100075
1100075
1100075

THE STUDENT WILL UNDERSTAND THE RULE FOR PLURAL FORMATION OF WORDS ENDING WITH A VOWEL BEFORE THE *Y* BY CHOOSING THE ONE WORD IN FOUR TO WHICH THE RULE APPLIES. %3%

0026

CHOOSE THE WORD THAT NEEDS AN *S* ENDING TO BE PLURAL.

0027

- A. BABY
- B. PENNY
- C. STORY
- *D. DONKEY

1100076
1100076
1100076
1100076

- A. LADY

1100077

R. SKY
*C. BOY
D. HOBBY

1100077
1100077
1100077

*A. TURKEY
B. BABY
C. WITCH
D. BOX

1100078
1100078
1100078
1100078

THE STUDENT WILL RECOGNIZE SINGULAR AND PLURAL WORD FORMS WHEN PRESENTED A GIVEN SET OF WORDS BY LISTING EACH WORD UNDER THE CORRECT HEADING OF SINGULAR OR PLURAL. #10

0183

TEACHER TELLS CHILD-- LOOK AT THE LIST OF WORDS. EACH WORD IS EITHER SINGULAR--MEANING ONE, OR PLURAL--MEANING MORE THAN ONE. NOW LOOK AT THE FIRST WORD. DOES THE WORD MEAN ONE OR MORE THAN ONE? CHOOSE THE CORRECT MEANING.

0164

BARN
*A. SINGULAR
B. PLURAL

1101612
1101612
1101612

WORDS
A. SINGULAR
*B. PLURAL

1101614
1101614
1101614

CARS
A. SINGULAR
*B. PLURAL

1101615
1101615
1101615

BOATS
A. SINGULAR
*B. PLURAL

1101616
1101616
1101616

ELEPHANT
*A. SINGULAR
B. PLURAL

1101617
1101617
1101617

LIGHTS
A. SINGULAR
*B. PLURAL

1101618
1101618
1101618

FRIENDS
A. SINGULAR
*B. PLURAL

1101619
1101619
1101619

SISTER
*A. SINGULAR
B. PLURAL

1101620
1101620
1101620

CHAIN
*A. SINGULAR
B. PLURAL

1101621
1101621
1101621

LETTERS
A. SINGULAR
*B. PLURAL

1101622
1101622
1101622

 THE STUDENT WILL DEMONSTRATE HIS ABILITY TO USE SINGULAR AND PLURAL WORD FORMS WHEN PRESENTED A GIVEN SET OF SENTENCES BY SELECTING THE CORRECT WORD FORM TO COMPLETE THE SENTENCE.

0184

%70

TEACHER TELLS CHILD-- IN EACH SENTENCE A WORD HAS BEEN LEFT OUT. ONE OF THE WORDS UNDERNEATH THE SENTENCE WILL CORRECTLY COMPLETE THAT SENTENCE. UNDERLINE EACH MISSING WORD.

0165

WE SAW MANY _____ AT THE FARM.

A. CAT

*B. CATS

1101623

1101623

1101623

THIS IS HER _____.

*A. HAT

B. HATS

1101624

1101624

1101624

THESE _____ ARE HIS.

A. MITTEN

*B. MITTENS

1101626

1101626

1101626

THAT PENCIL COSTS TEN _____.

A. CENT

*B. CENTS

1101627

1101627

1101627

WHY DO WE NEED TWO _____?

A. SPOON

*B. SPOONS

1101628

1101628

1101628

PLEASE GIVE A _____ TO HER.

*A. PEN

B. PENS

1101629

1101629

1101629

THOSE _____ ARE IN THE YARD.

A. TOY

*B. TOYS

1101630

1101630

1101630

 THE STUDENT DEMONSTRATES HIS ABILITY TO APPLY THE PRINCIPLE OF PLURAL FORMATION BY CORRECTLY ADDING THE SUFFIX %ENDING% TO A GIVEN LIST OF WORDS IN ORDER TO MAKE THEM PLURAL. %20%

0306

DIRECTIONS - WRITE THE PLURALS OF THESE WORDS.

0249

CHURCH

A. ES

1103050

1103050

BOSS

A. ES

1103051

1103051

SHOE

A. S

1103052

1103052

NAIL

A. S

1103053

1103053

BOX	1103054
A. ES	1103054
WOLF	1103055
A. CHANGE F TO VE AND ADD S	1103055
KEY	1103056
A. S	1103056
MONKEY	1103057
A. S	1103057
BUNNY	1103058
A. CHANGE Y TO IE AND ADD S	1103058
CONCERT	1103059
A. S	1103059
FOX	1103060
A. ES	1103060
WIFE	1103061
A. CHANGE F TO VE AND ADD S	1103061
MATCH	1103062
A. ES	1103062
BUS	1103063
A. ES	1103063
SHELF	1103064
A. CHANGE F TO VE AND ADD S	1103064
CITY	1103065
A. CHANGE Y TO IE AND ADD S	1103065
STORE	1103066
A. S	1103066
PUMPKIN	1103067
A. S	1103067
PORCH	1103069
A. ES	1103069
ELF	1103070
A. CHANGE F TO VE AND ADD S	1103070

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF SPECIAL PLURALS BY CHOOSING FROM THE GIVEN LIST THE CORRECT PLURAL FORM FOR THE STIMULUS WORD. 809

0897

DIRECTIONS-- CHOOSE THE LETTER IN FRONT OF THE PLURAL FOR THE GIVEN FORM.

0882

MAN
A. MANS
B. MENS

1106118
1106118
1106118

*C. MEN	1106118
FOOT	1106119
A. FEETS	1106119
*B. FEET	1106119
C. FOOTS	1106119
WOMAN	1106120
A. WOMANS	1106120
B. WOMENS	1106120
*C. WOMEN	1106120
GOOSE	1106121
*A. GEESE	1106121
B. GOOSES	1106121
C. GEESES	1106121
MOUSE	1106122
A. MOUSES	1106122
*B. MICE	1106122
C. MICES	1106122
TOOTH	1106123
A. TOOTHs	1106123
B. TEETHS	1106123
*C. TEETH	1106123
CHILD	1106124
A. CHILDRENS	1106124
B. CHILDS	1106124
*C. CHILDREN	1106124
DEER	1106125
A. DEERS	1106125
*B. DEER	1106125
C. DEERSES	1106125
SHEEP	1106126
A. SHEEPS	1106126
B. SHEEPES	1106126
*C. SHEEP	1106126

THE STUDENT WILL UNDERSTAND THE RULE FOR PLURAL FORMATION OF WORDS ENDING WITH A CONSONANT BEFORE THE *Y* BY CHOOSING THE ONE WORD IN FOUR TO WHICH THE RULE APPLIES. 33

0027

CHOOSE THE WORD THAT NEEDS THE *Y* CHANGED TO *I* AND *ES* ADDED TO BE PLURAL.

0028

A. DONKEY	1100079
B. TOY	1100079
*C. STORY	1100079
D. DAY	1100079
A. TURKEY	1100080
*B. PENNY	1100080
C. BOY	1100080
D. MONKEY	1100080

- A. PLAY
- B. STRAY
- C. BUSBOY
- *D. SKY

81

1100081

 THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE RULE FOR
 PLURALIZING WORDS THAT END WITH *F* BY CHOOSING THE CORRECT
 PLURAL FORM FOR THE STIMULUS WORD FROM THE GIVEN LIST. #10

0898

DIRECTIONS-- CHOOSE THE LETTER IN FRONT OF THE PLURAL FOR THE
 GIVEN FORM.

0883

WOLF

- A. WOLFS
- B. WOLFES
- *C. WOLVES

1106127
 1106127
 1106127
 1106127

LOAF

- A. LOAFS
- B. LOAFES
- *C. LOAVES

1106128
 1106128
 1106128
 1106128

HALF

- A. HALFES
- B. HALFS
- *C. HALVES

1106129
 1106129
 1106129
 1106129

THIEF

- *A. THIEVES
- B. THIEFS
- C. THIEFES

1106130
 1106130
 1106130
 1106130

SHELF

- A. SHELFES
- *B. SHELVES
- C. SHELFS

1106131
 1106131
 1106131
 1106131

KNIFE

- A. KNIFES
- B. KNIFSES
- *C. KNIVES

1106132
 1106132
 1106132
 1106132

ELF

- A. ELFES
- B. ELFS
- *C. ELVES

1106133
 1106133
 1106133
 1106133

SELF

- *A. SELVES
- B. SELFS
- C. SELFES

1106134
 1106134
 1106134
 1106134

CALF

- A. CALFS
- *B. CALVES
- C. CALFES

1106135
 1106135
 1106135
 1106135

LEAF

- A. LEAFES
- B. LEAFES
- *C. LEAVES

1106136
1106136
1106136
1106136

THE STUDENT WILL RECOGNIZE A COMMON NOUN BY CHOOSING THE
SENTENCE THAT CONTAINS A COMMON NOUN. 830

0069

CHOOSE THE SENTENCE THAT CONTAINS A COMMON NOUN.

0079

- A. MARY RAN FAST.
- B. HE LAUGHED HEARTILY.
- *C. I LIKE ICE CREAM.

1100272
1100272
1100272

- A. HE READ RAPIDLY.
- *B. I SAW A MOVIE.
- C. BETTY LIKES MARIE.

1100273
1100273
1100273

- *A. HARRY READ THREE BOOKS.
- B. MARK WALKED SLOWLY.
- C. JACK SAW ROBERT.

1100274
1100274
1100274

GIVEN THREE SENTENCES, THE STUDENT WILL RECOGNIZE PROPER NOUNS BY
CHOOSING THE SENTENCE THAT CONTAINS THE PROPER NOUN. 830

0070

CHOOSE THE SENTENCE THAT CONTAINS A PROPER NOUN.

0080

- *A. MARY RAN HOME.
- B. I LIKE ICE CREAM.
- C. THE BOY CRIED LOUDLY.

1100275
1100275
1100275

- A. THE GIRLS RAN HOME.
- *B. GEORGE DREW A PRETTY PICTURE.
- C. HE IS A FUNNY PERSON.

1100276
1100276
1100276

- A. PLEASE GET THE BOOK.
- B. WILL YOU OPEN THE WINDOW
- *C. THE KITTEN'S NAME WAS FLUFFY.

1100277
1100277
1100277

PRONOUN

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF PERSONAL PRONOUNS
BY SELECTING THE PERSONAL PRONOUN THAT MAY BE USED TO REPLACE THE
NOUN AS THE SUBJECT IN A GIVEN SENTENCE. 850

0091

FROM THE LIST BELOW EACH SENTENCE, CHOOSE THE PERSONAL PRONOUN
THAT MAY BE USED IN PLACE OF THE SUBJECT OF THE SENTENCE.

0098

THE BOY SPOKE TO US.

- *A. HE
- B. YOU
- C. WE
- D. I

1100419
1100419
1100419
1100419
1100419

THE PENCIL FELL TO THE FLOOR.

- A. HE
- *B. IT
- C. YOU
- D. THEY

1100420
1100420
1100420
1100420
1100420

JANE HAS READ MANY BOOKS.

- A. WE
- B. HE
- *C. SHE
- D. THEY

1100421
1100421
1100421
1100421
1100421

THE CLASS DID THEIR WORK WELL.

- A. WE
- *B. THEY
- C. YOU
- D. SHE

1100422
1100422
1100422
1100422
1100422

ALL OF US ARE GOING ON A PICNIC.

- A. THEY
- B. YOU
- C. IT
- *D. WE

1100423
1100423
1100423
1100423
1100423

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF PRONOUN REFERENCE
BY CHOOSING THE CORRECT PRONOUN TO COMPLETE A SENTENCE. #160

0758

ORAL DIRECTIONS-- READ EACH SENTENCE AND CHOOSE THE CORRECT WORD
UNDER EACH SENTENCE.

0767

JOHN WENT TO THE STORE. _____ SAID, "I WANT A BOTTLE OF MILK."

- *A. HE
- B. THEY

1104591
1104591
1104591

GINGER WROTE SEVERAL POEMS. _____ SAID, "I LIKE TO WRITE POEMS."

- *A. SHE
- B. WE

1104592
1104592
1104592

MOTHER SAID, "COME HERE BILLY. I WILL HELP _____."

- *A. YOU
- B. HIM

1104594
1104594
1104594

THE GIRL SAID, "I LIKE MY BOOK. _____ IS ABOUT DOGS."

- *A. IT
- B. THEY

1104595
1104595
1104595

THE TEACHER SAID, "WE MUST EAT THE ICE CREAM NOW OR _____ WILL
MELT."

- A. THEY
- *B. IT

1104596
1104596
1104596
1104596

I SEE THE TRAFFIC LIGHT. _____ IS RED.

- *A. IT
- B. THEY

1104597
1104597
1104597

MARY IS BUSY. _____ IS READING THE PAPERS.

- *A. SHE
- B. HER

1104599
1104599
1104599

THE GIRL IS ON _____ WAY HOME.

- A. SHE
- *B. HER

1104600
1104600
1104600

DAVID WANTS TO READ.
_____ WILL GET A BOOK.

- *A. HE
- B. SHE
- C. THEY

1105794
1105794
1105794
1105794
1105794

MOTHER AND ANN WILL BAKE A CAKE.
_____ NEED A PAN.

- A. HE
- B. SHE
- *C. THEY

1105795
1105795
1105795
1105795
1105795

MARY WOULD LIKE TO PLAY.
_____ WILL GET HER TOYS.

- A. HE
- *B. SHE
- C. THEY

1105796
1105796
1105796
1105796
1105796

PETER IS GOING TO PLAY BASEBALL.
_____ WILL TAKE HIS BAT.

- *A. HE
- B. SHE
- C. THEY

1105797
1105797
1105797
1105797
1105797

ANN AND DAVID ARE GOING TO THE PARK.
_____ WILL TAKE THEIR TOYS.

- A. HE
- B. SHE
- *C. THEY

1105798
1105798
1105798
1105798
1105798

MOTHER IS GOING TO THE STORE.
_____ WILL TAKE THE CAR.

- A. HE
- *B. SHE
- C. THEY

1105799
1105799
1105799
1105799
1105799

THE BOYS WANT TO PLAY A GAME.
_____ NEED A DECK OF CARDS.

- A. HE
- B. SHE
- *C. THEY

1105800
1105800
1105800
1105800
1105800

THE GIRLS WANT TO PLAY HOUSE.
_____ NEED THEIR DOLLS.

- A. HE
- B. SHE
- *C. THEY

1105801
1105801
1105801
1105801
1105801

THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF PRONOUN REFERENCE WITHIN A SINGLE SENTENCE BY CHOOSING THE PRONOUNS ANTECEDENT IN THE SENTENCE. #050

0913

DIRECTIONS-- EACH SENTENCE HAS A WORD THAT HAS BEEN STARRED. FIND THE WORD OR WORDS THAT MEAN THE SAME AS THE STARRED WORD, AND UNDERLINE THAT WORD OR WORDS.

0898

SALLY SAID, "I* WANT TO GO WITH YOU."
A. SALLY

1106266
1106266

"WE* CAN RUN FAST," SAID PAM AND PENNY.
A. PAM. PENNY

1106267
1106267

MOTHER SAID, "DICK* IS JANE WITH *YOU*"
A. DICK

1106268
1106268

"LOOK AT *ME* RUNO," SAID MIKE.
A. MIKE

1106269
1106269

PAM SAID, "PENNY* WILL YOU PLAY WITH *ME*"
A. PAM

1106270
1106270

THE STUDENT CAN RECOGNIZE PERSONAL PRONOUNS AND POSSESSIVES REFERENCE BY IDENTIFYING THE PERSON OR PERSONS REFERRED TO. #060

0959

DIRECTIONS-- READ THE SENTENCES. CHOOSE THE WORD OR WORDS THAT MEAN THE SAME AS THE WORD THAT IS STARRED.

0933

BETSY AND JEAN WALKED TO SALLY'S BIRTHDAY PARTY. *THEY* WERE LATE.

- A. SALLY
- *B. BETSY AND JEAN
- C. SALLY AND JEAN
- D. BETSY AND SALLY
- E. JEAN

1106696
1106696
1106696
1106696
1106696
1106696

JEAN WANTED TO HELP MARY SET THE TABLE. SHE SAID, "ASK *YOUR* MOTHER IF I CAN HELP."

- A. JEAN
- *B. MARY'S
- C. MARY AND JEAN
- D. MOTHER
- E. MARY AND MOTHER

1106697
1106697
1106697
1106697
1106697
1106697

DICK AND PETER WENT FOR A WALK AFTER A HEAVY RAIN. PETER FELL IN SOME WATER. *HIS* PANTS GOT WET.

- A. DICK AND PETER'S
- B. DICK'S
- C. PETER AND DICK
- *D. PETER'S
- E. DICK

1106698
1106698
1106698
1106698
1106698
1106698

DOTTY AND PATTY WERE PLAYING. THEY CALLED MARY TO COME AND PLAY TOO. HER MOTHER SAID *SHE* WAS NOT HOME.

- A. MOTHER

1106699
1106699
1106699

- B. DOTTY
- C. PATTY
- *D. MARY
- E. DOTTY AND PATTY

1106699
1106699
1106699
1106699

JOHN KNEW ALL THREE BOYS. THEY OFTEN PLAYED WITH JOHN. *THEIR*
LAST NAME WAS GRAY.

- A. JOHN
- *B. ALL THREE BOYS.
- C. JOHN AND THE THREE BOYS
- D. ALL BOYS

1106700
1106700
1106700
1106700
1106700
1106700

KIM AND PATRICIA HAD BALLOONS FILLED WITH HELIUM. SUDDENLY KIM
YELLED, "MY BALLOON IS FLOATING AWAY."

- A. KIM AND PATRICIA
- *B. KIM'S
- C. PATRICIA
- D. PATRICIA'S

1106702
1106702
1106702
1106702
1106702
1106702

VERB.

THE STUDENT WILL RECOGNIZE VERBS BY IDENTIFYING THE VERB IN A
GIVEN SENTENCE. #67

0092

CHOOSE THE VERB FOUND IN THE SENTENCE.

99

THE BIRDS FLEW OVER THE ROOF.

- A. BIRDS
- *B. FLEW
- C. OVER
- D. ROOF

1100424
1100424
1100424
1100424
1100424

IT IS A VERY GOOD BOOK.

- A. BOOK
- B. GOOD
- C. IT
- *D. IS

1100425
1100425
1100425
1100425
1100425

SOME PEOPLE LIKE APPLE PIE.

- A. SOME
- *B. LIKE
- C. PEOPLE
- D. PIE

1100426
1100426
1100426
1100426
1100426

ORANGES ARE GOOD TO EAT.

- A. ORANGES
- B. TO
- *C. ARE
- D. EAT

1100427
1100427
1100427
1100427
1100427

EVERYONE HERE KNOWS HIS NAME.

- *A. KNOWS
- B. EVERYONE

1100428
1100428
1100428

- C. HIS
- D. HERE

1100428
1100428

THE FAN MADE A FUNNY NOISE.

- A. FAN
- *B. MADE
- C. NOISE
- D. FUNNY

1100429
1100429
1100429
1100429
1100429

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF VERBS & ACTION WORDS
BY CHOOSING THE VERB FROM A GIVEN LIST OF WORDS. ONLY ONE WORD
BEING A VERB. #50

0304

DIRECTIONS - CHOOSE THE LETTER OF THE WORD THAT IS A VERB.

0247

- *A. SING
- B. RUG
- C. DOG

1103030
1103030
1103030

- A. HAIR
- *B. SWIM
- C. FEET

1103032
1103032
1103032

- A. BALL
- B. DOOR
- *C. HIT

1103036
1103036
1103036

- A. HAT
- *B. DRIVE
- C. GLASSES

1103038
1103038
1103038

- A. GLASS
- B. FOOD
- *C. TALK

1103039
1103039
1103039

THE STUDENT WILL UNDERSTAND THE RULE FOR ADDING *ING* TO A VERB
ENDING IN FINAL *E* BY CHOOSING THE ONE WORD-PAIR IN THREE WHICH
IS A CORRECT APPLICATION OF THE RULE. #20

0029

CHOOSE THE CORRECTLY FORMED WORD.

30

- A. RAKE--RAKEING
- *B. RAKE--RAKING
- C. RAKE--RAKEEING

1100086
1100086
1100086

- A. SMOKE--SMOKEING
- B. SMOKE--SMOKEEING
- *C. SMOKE--SMOKING

1100087
1100087
1100087

THE STUDENT WILL UNDERSTAND THE RULE FOR ADDING *ING* TO A VERB
CONTAINING A SHORT VOWEL BEFORE THE LAST LETTER BY CHOOSING THE
ONE WORD-PAIR IN THREE WHICH IS A CORRECT APPLICATION OF THE

0030

RULE. #20

CHOOSE THE CORRECTLY FORMED WORD.

30

- A. RUN--RUNING
- B. RU--RUNNG
- *C. RUN--RUNNING

1100088
1100088
1100088

- A. BAT--BATING
- *B. BAT--BATTING
- C. BAT--BATNG

1100089
1100089
1100089

THE STUDENT WILL RECALL THE RULES FOR ADDING *ING* TO A VERB BY
CORRECTLY COMPLETING THE RULES. #20

0031

COMPLETE THE RULE CORRECTLY.

31

WHEN ADDING *ING* TO A WORD CONTAINING A SHORT VOWEL BEFORE THE
LAST LETTER, IT IS NECESSARY TO

1100090
1100090
1100090
1100090
1100090
1100090

- A. ADD *E* THEN *ING*.
- B. ADD *I* THEN *ING*.
- *C. DOUBLE THE LAST LETTER AND THEN ADD *ING*.
- D. DROP THE LAST LETTER AND THEN ADD *ING*.

WHEN ADDING *ING* TO A WORD ENDING IN FINAL *E* IT IS NECESSARY
TO

1100091
1100091
1100091
1100091
1100091
1100091

- A. ADD *I* THEN *ING*.
- B. DOUBLE THE LAST LETTER.
- *C. DROP THE *E* AND ADD *ING*.
- D. DOUBLE THE CONSONANT.

THE STUDENT WILL RECOGNIZE VERBS THAT MUST BE CHANGED WHEN ADDING
ING BY CHOOSING THE WORD IN A GROUP THAT MUST BE CHANGED. #30

0032

CHOOSE THE WORD THAT MUST BE CHANGED IN SOME WAY BEFORE ADDING
ING.

0032

- A. SHOW
- B. PICK
- *C. RUB
- D. WALK

1100092
1100092
1100092
1100092

- A. FEEL
- *B. SWIM
- C. SHOW
- D. RING

1100093
1100093
1100093
1100093

- A. SCREAM
- B. TALK
- *C. JUMP
- D. TASTE

1100094
1100094
1100094
1100094

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HOW TO USE THE
VERBS *COME* AND *CAME* CORRECTLY WHEN PRESENTED A GIVEN SET OF
SENTENCES BY CHOOSING THE WORD WHICH CORRECTLY COMPLETES THE
SENTENCE. #100

0206

TEACHER WILL READ DIRECTIONS.-- READ EACH SENTENCE AND CHOOSE
EITHER THE WORD *COME* OR *CAME* TO CORRECTLY COMPLETE THE
SENTENCE.

0187

WE WILL _____ TO YOUR PARTY.

- *A. COME
- *B. CAME

1101834
1101834
1101834

SUSAN WILL _____, TOO.

- *A. COME
- *B. CAME

1101835
1101835
1101835

OUR DOG _____ HOME.

- *A. COME
- *B. CAME

1101836
1101836
1101836

HAS PATTY _____ YET?

- *A. COME
- *B. CAME

1101837
1101837
1101837

THEY _____ TO SEE US.

- *A. COME
- *B. CAME

1101838
1101838
1101838

JANE AND LINDA _____ ON THE BUS.

- *A. COME
- *B. CAME

1101839
1101839
1101839

THEY HAVE _____ THAT WAY BEFORE.

- *A. COME
- *B. CAME

1101840
1101840
1101840

I SAID THAT THEY _____ HERE.

- *A. COME
- *B. CAME

1101841
1101841
1101841

A ROBIN _____ TO THE BIRDHOUSE.

- *A. COME
- *B. CAME

1101842
1101842
1101842

IT HAS _____ THERE MANY TIMES.

- *A. COME
- *B. CAME

1101843
1101843
1101843

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HOW TO USE THE
WORDS *ARE* AND *OUR* CORRECTLY WHEN GIVEN A SET OF SENTENCES BY
SELECTING THE WORD OR WORDS WHICH CORRECTLY COMPLETE THE
SENTENCE. #101

0216

DIRECTIONS - READ EACH SENTENCE AND WRITE EITHER THE WORD *ARE*
OR *OUR* TO CORRECTLY COMPLETE THE SENTENCE.

0197

HAVE YOU SEEN _____ DOG?

1101955

A. ARE	1101955
*B. OUR	1101955
WE _____ GOING TO SEE _____ GRANDMOTHER.	1101956
A. ARE. OUR	1101956
B. OUR. ARE	1101956
THEY HAVE _____ BOOKS.	1101957
A. ARE	1101957
*B. OUR	1101957
SOME CATS _____ WILD.	1101958
*A. ARE	1101958
B. OUR	1101958
_____ CAT IS NOT WILD.	1101959
A. ARE	1101959
*B. OUR	1101959
SUSAN AND I _____ COMING TO GET _____ THINGS.	1101960
A. OUR. ARE	1101960
*B. ARE. OUR	1101960
DICK AND TOM _____ HAVING A PET SHOW.	1101961
*A. ARE	1101961
B. OUR	1101961
_____ YOU GOING TO SEE _____ PLAY NEXT WEEK	1101962
*A. ARE. OUR	1101962
B. OUR. ARE	1101962
WE _____ GOING TO _____ SUMMER COTTAGE.	1101963
*A. ARE. OUR	1101963
B. OUR. ARE	1101963
_____ DOGS _____ IN IT.	1101964
*A. OUR. ARE	1101964
B. ARE. OUR	1101964

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HOW TO USE THE VERBS *DID* AND *DONE* CORRECTLY WHEN PRESENTED A GIVEN SET OF SENTENCES BY CHOOSING THE WORD WHICH CORRECTLY COMPLETES THE SENTENCE. 8107 0205

TEACHER WILL READ DIRECTIONS.-- READ EACH SENTENCE AND CHOOSE EITHER THE WORD *DID* OR *DONE* TO CORRECTLY COMPLETE EACH SENTENCE. 0186

WE HAVE _____ OUR HOMEWORK.

A. DID	1101824
*B. DONE	1101824
	1101824

WE _____ IT AFTER SCHOOL.

*A. DID	1101825
B. DONE	1101825
	1101825

_____ YOU KNOW THEY HAD MOVED

*A. DID	1101826
	1101826

R. DONE	1101826
I _____ THE DISHES FOR MOTHER.	1101827
*A. DID	1101827
R. DONE	1101827
DICK HAS _____ THAT MANY TIMES.	1101828
A. DID	1101828
*B. DONE	1101828
WE _____ NOT SEE THEM TODAY.	1101829
*A. DID	1101829
B. DONE	1101829
HE HAS NOT _____ IT YET.	1101830
A. DID	1101830
*B. DONE	1101830
WHO _____ THE MOST TO HELP	1101831
*A. DID	1101831
B. DONE	1101831
MY DOG _____ TRICKS.	1101832
*A. DID	1101832
B. DONE	1101832
WHO HAS _____ THIS PICTURE	1101833
A. DID	1101833
*B. DONE	1101833

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE USE OF THE VERBS *HAS* AND *HAVE* WHEN PRESENTED A GIVEN SET OF SENTENCES BY CHOOSING THE VERB WHICH WILL CORRECTLY COMPLETE THE SENTENCE. 0193

TEACHER WILL READ DIRECTIONS.-- READ EACH SENTENCE AND CHOOSE EITHER THE WORD *HAS* OR *HAVE* TO CORRECTLY COMPLETE THE SENTENCE. 0174

THE LITTLE BOY _____ A PUPPY. 1101755

*A. HAS 1101755

B. HAVE 1101755

TOM _____ A NEW COAT. 1101756

*A. HAS 1101756

B. HAVE 1101756

WE _____ TO GO TO THE STORE. 1101757

A. HAS 1101757

*B. HAVE 1101757

THEY _____ A VERY LITTLE KITTEN. 1101758

A. HAS 1101758

*B. HAVE 1101758

I KNOW YOU _____ A PENCIL. 1101759

A. HAS 1101759

*B. HAVE 1101759

THEY SAID HE _____ A SISTER.

- *A. HAS
- *B. HAVE

1101760
1101760
1101760

LINDA AND PATTY _____ NEW DRESSES.

- A. HAS
- *B. HAVE

1101761
1101761
1101761

WE WANT TO _____ THEM COME, TOO.

- A. HAS
- *B. HAVE

1101762
1101762
1101762

MARY _____ TO BRING HER LUNCH.

- *A. HAS
- B. HAVE

1101763
1101763
1101763

I _____ TO WALK HOME FROM SCHOOL.

- A. HAS
- *B. HAVE

1101764
1101764
1101764

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HOW TO USE THE
VERBS *SAW* AND *SEEN* CORRECTLY WHEN PRESENTED A GIVEN SET OF
SENTENCES BY CHOOSING THE WORD WHICH CORRECTLY COMPLETES THE
SENTENCE. 890

0204

TEACHER WILL READ DIRECTIONS.-- READ EACH SENTENCE AND CHOOSE
EITHER THE WORD *SAW* OR *SEEN* TO CORRECTLY COMPLETE EACH
SENTENCE.

0185

WE _____ HIM LAST NIGHT.

- *A. SAW
- B. SEEN

1101814
1101814
1101814

HE HAD _____ US LAST WEEK.

- A. SAW
- *B. SEEN

1101815
1101815
1101815

LINDA _____ HER GRANDFATHER.

- *A. SAW
- B. SEEN

1101817
1101817
1101817

MY FRIENDS HAVE _____ MY HOUSE.

- A. SAW
- *B. SEEN

1101818
1101818
1101818

WE _____ THE LITTLE PUPPIES.

- *A. SAW
- B. SEEN

1101819
1101819
1101819

TOM WANTED A PUPPY WHEN HE _____ THEM.

- *A. SAW
- B. SEEN

1101820
1101820
1101820

THEY WERE JUST ONE WEEK OLD WHEN WE _____ THEM.

- *A. SAW
- B. SEEN

1101821
1101821
1101821

MY SISTER HASN'T _____ THEM YET.

- A. SAW
- *B. SEEN

1101822
1101822
1101822

HAVE YOU _____ THEM?

- A. SAW
- *B. SEEN

1101823
1101823
1101823

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE FORMS OF THE VERB
SEE BY CHOOSING THE CORRECT FORM FOR EACH SENTENCE. #03

0866

DIRECTIONS-- BEFORE BEGINNING THE ITEMS, THE TEACHER WILL READ
EACH SENTENCE. THEN SHE WILL SAY, CHOOSE THE WORD BELOW THE SEN-
TENCE THAT WILL CORRECTLY COMPLETE THE SENTENCE.

0870

WE WENT TO _____ THE PARADE.

- *A. SEE
- B. SAW
- C. SEEN

1105966
1105966
1105966
1105966

SUSAN _____ A BIG SHIP.

- A. SEE
- *B. SAW
- C. SEEN

1105967
1105967
1105967
1105967

HAVE YOU EVER _____ A CHEETAH?

- A. SEE
- B. SAW
- *C. SEEN

1105968
1105968
1105968
1105968

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HOW TO USE THE
VERBS *WENT* AND *GONE* CORRECTLY WHEN PRESENTED A GIVEN SET OF
SENTENCES BY CHOOSING THE WORD WHICH CORRECTLY COMPLETES THE
SENTENCE. #10

0203

TEACHER WILL READ DIRECTIONS.-- READ EACH SENTENCE AND CHOOSE
EITHER THE WORD *WENT* OR *GONE* TO CORRECTLY COMPLETE EACH
SENTENCE.

0184

THEY HAVE _____ TO SEE TOM.

- A. WENT
- *B. GONE

1101804
1101804
1101804

THEY _____ TO THE STORE FIRST.

- *A. WENT
- B. GONE

1101805
1101805
1101805

THEY HAD _____ WHEN I CAME HOME.

- A. WENT
- *B. GONE

1101806
1101806
1101806

MOTHER KNEW WHERE THEY HAD _____.

- A. WENT
- *B. GONE

1101807
1101807
1101807

I _____ TO SCHOOL THIS MORNING.

- *A. WENT
- *B. GONE

1101808
1101808
1101808

I HAD _____ TO FIND MY MITTEN.

- A. WENT
- *B. GONE

1101809
1101809
1101809

MY SISTER _____ WITH ME.

- *A. WENT
- B. GONE

1101810
1101810
1101810

WE _____ TO OHIO LAST THANKSGIVING.

- *A. WENT
- B. GONE

1101811
1101811
1101811

WE HAVE _____ THERE MANY TIMES.

- A. WENT
- *B. GONE

1101812
1101812
1101812

MY PETS HAVE _____ WITH US, TOO.

- A. WENT
- *B. GONE

1101813
1101813
1101813

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE USE OF THE
VERBS *WENT* AND *WANT* WHEN PRESENTED A GIVEN SET OF SENTENCES
BY CHOOSING THE VERB WHICH CORRECTLY COMPLETES THE SENTENCE. #9

0194

TEACHER WILL READ DIRECTIONS. -- READ EACH SENTENCE AND CHOOSE
EITHER THE WORD *WENT* OR *WANT* TO CORRECTLY COMPLETE EACH
SENTENCE.

0175

I _____ THAT BOOK NOW.

- A. WENT
- *B. WANT

1101765
1101765
1101765

PATTY _____ TO SEE THE KITTENS.

- *A. WENT
- B. WANT

1101766
1101766
1101766

SHE _____ OVER TO SUE'S HOUSE.

- *A. WENT
- B. WANT

1101767
1101767
1101767

I SAW THEM WHEN THEY _____ AWAY.

- *A. WENT
- B. WANT

1101769
1101769
1101769

DO YOU _____ A CANDY BARN

- A. WENT
- *B. WANT

1101770
1101770
1101770

YES, I _____ ONE.

- A. WENT
- *B. WANT

1101771
1101771
1101771

WHY DO THEY _____ THAT DISMO

- A. WENT

1101772
1101772

*B. WANT
 DICK AND I _____ TO THE SHOW.
 *A. WENT
 B. WANT

1101772
 1101773
 1101773
 1101773

WE _____ ON THURSDAY.
 *A. WENT
 B. WANT

1101774
 1101774
 1101774

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO USE THE PROPER FORM OF THE VERB *BE* BY CHOOSING FROM A GIVEN LIST THE PROPER FORM FOR THE SENTENCE GIVEN. %04

0894

DIRECTIONS-- CHOOSE THE LETTER OF THE PROPER FORM OF *BE* FOR EACH OF THE SENTENCES BELOW.

0879

LIONS AND TIGERS _____ CATS.
 A. IS
 B. BE
 C. AM
 *D. ARE

1106100
 1106100
 1106100
 1106100
 1106100

A MONKEY CAN _____ AMUSING.
 A. IS
 *B. BE
 C. AM
 D. ARE

1106101
 1106101
 1106101
 1106101
 1106101

THE ELEPHANT _____ BATHING.
 *A. IS
 B. BE
 C. AM
 D. ARE

1106102
 1106102
 1106102
 1106102
 1106102

_____ READING ABOUT ANIMALS.
 A. IS
 B. BE
 *C. AM
 D. ARE

1106103
 1106103
 1106103
 1106103
 1106103

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISCRIMINATE BETWEEN PAST AND PRESENT TENSE VERBS WHEN GIVEN A SERIES OF WORDS BY LISTING EACH WORD UNDER THE PROPER HEADING. %15

0207

READ EACH WORD BELOW. DECIDE IF IT IS A WORD THAT TELLS WHAT WE DO %CHOOSE B OR A WORD THAT TELLS WHAT WE DID %CHOOSE A.

0188

SAW
 *A. DID
 B. DO

1101844
 1101844
 1101844

UN
 A. DID
 DO

1101845
 1101845
 1101845

*B. MAN	1103775
FINAL LETTER *T*	1103776
A. PEP	1103776
*B. PET	1103776
FINAL LETTER *B*	1103777
*A. ROB	1103777
B. ROD	1103777
FINAL LETTER *D*	1103778
A. MOP	1103778
*B. MUD	1103778
FINAL LETTER *B*	1103779
A. BIG	1103779
*B. BIR	1103779
FINAL LETTER *X*	1103780
A. SIT	1103780
*B. SIX	1103780

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE NEW WORDS FORMED BY FINAL CONSONANT SUBSTITUTION BY CHOOSING THE LETTER FOR THE SOUND HE HEARS IN THE NEW WORD. 0381

DIRECTIONS - THE TEACHER SAYS ... FIRST, LOOK AT THE KEY WORD AT THE LEFT. NOW, BY CHANGING THE LAST LETTER YOU CAN MAKE A NEW WORD. I WILL SAY THE NEW WORD EACH TIME AND YOU WILL CHOOSE ONE OF THE THREE LETTERS GIVEN TO SPELL IT. 0318

MUG	MU-	1104015
A. B		1104015
*B. D		1104015
C. G		1104015
TOM	TO-	1104016
A. B		1104016
*B. Y		1104016
C. M		1104016
CAN	CA-	1104017
A. N		1104017
B. M		1104017
*C. P		1104017
CAT	CA-	1104018
A. D		1104018
*B. N		1104018
C. L		1104018
PIT	PI-	1104019
A. L		1104019
B. T		1104019
*C. G		1104019
BIT	RI-	1104020
A. V		1104020

*B. B		1104020
C. O		1104020
RAN	RA-	1104021
*A. V		1104021
*B. T		1104021
C. W		1104021
RIIT	RU-	1104022
*A. G		1104022
B. L		1104022
C. K		1104022
PAT	PA-	1104023
A. B		1104023
B. K		1104023
*C. N		1104023
SAP	SA-	1104024
A. O		1104024
B. K		1104024
*C. T		1104024

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF FINAL CONSONANT SOUNDS BY SUBSTITUTING THE FINAL CONSONANT OF THE GIVEN WORD TO MAKE A REAL WORD OUT OF A NONSENSE WORD. 0888

DIRECTIONS-- SUBSTITUTE THE FINAL SOUND OF THE GIVEN WORD IN PLACE OF THE FINAL SOUND IN THE NONSENSE WORDS TO MAKE A REAL WORD. CHOOSE THE NEW WORD. 0877

TAR		1106090
*A. CRAG		1106090
B. RAF		1106090
C. CIT		1106090
D. DIL		1106090
KIT		1106091
A. BLIG		1106091
B. RIL		1106091
C. GIB		1106091
*D. DARR		1106091
RAMP		1106092
*A. CHOB		1106092
B. RUL		1106092
C. GOM		1106092
D. TUD		1106092
TRICK		1106093
A. GAST		1106093
*B. BLASK		1106093
C. LESH		1106093
D. ROSH		1106093

WALKED	1101846
*A. DID	1101846
R. DO	1101846
FALL	1101847
A. DID	1101847
*R. DO	1101847
RIDE	1101848
A. DID	1101848
*R. DO	1101848
GAVE	1101849
*A. DID	1101849
R. DO	1101849
MADE	1101850
*A. DID	1101850
R. DO	1101850
PLAY	1101851
A. DID	1101851
*R. DO	1101851
FELL	1101852
*A. DID	1101852
R. DO	1101852
WALK	1101853
A. DID	1101853
*R. DO	1101853
SEE	1101854
A. DID	1101854
*R. DO	1101854
PLAYED	1101855
*A. DID	1101855
R. DO	1101855
RODE	1101856
*A. DID	1101856
R. DO	1101856
GIVE	1101857
A. DID	1101857
*R. DO	1101857
RAN	1101858
*A. DID	1101858
R. DO	1101858

THE STUDENT WILL DEMONSTRATE AN ABILITY TO INTERPRET TIME RELATIONSHIPS IN CONTEXT BY CHOOSING THE VERB THAT SHOWS THE CORRECT TENSE IN THE SENTENCE. #300 0800

DIRECTIONS - SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE 0323

CORRECTLY.

DADDY _____ HOME EARLY TODAY.

- A. COME
- B. COMING
- *C. CAME

1105447
1105447
1105447
1105447

I CAN _____ YOU BY THE TREE.

- *A. SEE
- B. SAW
- C. SEEING

1105448
1105448
1105448
1105448

JIM IS _____ ROPE ON THE PLAYGROUND.

- A. JUMP
- *B. JUMPING
- C. JUMPED

1105449
1105449
1105449
1105449

PAT _____ HIS BIKE TO SCHOOL.

- A. RIDE
- B. RIDING
- *C. RODE

1105450
1105450
1105450
1105450

JOHN _____ INTO THE BOX AND YELLED.

- A. LOOK
- *B. LOOKED
- C. LOOKING

1105451
1105451
1105451
1105451

SHE _____ A COLD IN SUMMER.

- A. HAVE
- B. HAVING
- *C. HAD

1105452
1105452
1105452
1105452

BILL AND BOB _____ TO FISH WHEN THEY WERE SIX.

- A. LIKE
- *B. LIKED
- C. LIKING

1105453
1105453
1105453
1105453

CAN YOU _____ A BIG MASK?

- *A. MAKE
- B. MAKING
- C. MADE

1105454
1105454
1105454
1105454

JACK _____ IN THE BAND.

- A. PLAY
- B. PLAYING
- *C. PLAYED

1105455
1105455
1105455
1105455

THE BUS WILL _____ AT THE CORNER.

- *A. STOP
- B. STOPPED
- C. STOPPING

1105456
1105456
1105456
1105456

HIS COW _____ AWAY FROM THE BARN.

- A. WALK
- *B. WALKED
- C. WALKING

1105457
1105457
1105457
1105457

MFG LIKES TO _____ COOKIES.

- *A. EAT
- B. EATING
- C. ATE

1105458
1105458
1105458
1105458

JIM _____ DAD BURN THE TRASH.

- A. HELP
- B. HELPING
- *C. HELPED

1105459
1105459
1105459
1105459

MOM HAS TO _____ ME FOR DINNER.

- *A. CALL
- B. CALLED
- C. CALLING

1105460
1105460
1105460
1105460

MR. JONES IS _____ HIS TRUCK ON THE STREET.

- A. PARK
- B. PARKED
- *C. PARKING

1105461
1105461
1105461
1105461

"I CAN _____ ALL DAY AND NIGHT," SAID BETH.

- *A. PLAY
- B. PLAYING
- C. PLAYED

1105462
1105462
1105462
1105462

I _____ TEN FINGERS AND TOES.

- A. WAS
- *B. HAVE
- C. HAVING

1105463
1105463
1105463
1105463

MOTHER IS _____ SUE PICK UP HER TOYS.

- A. HELP
- *B. HELPING
- C. HELPED

1105464
1105464
1105464
1105464

JACK _____ FOR AN ICE CREAM CONE.

- A. STOP
- B. STOPPING
- *C. STOPPED

1105465
1105465
1105465
1105465

"_____ HOME FOR YOUR DINNER. SPOT," SAID SANDY.

- *A. COME
- B. COMING
- C. CAME

1105466
1105466
1105466
1105466

LARRY IS _____ HIS BIKE HOME TODAY.

- A. RIDE
- *B. RIDING
- C. RODE

1105467
1105467
1105467
1105467

AFTER EATING LUNCH, TED _____ A COOKIE.

- A. EAT
- *B. ATE
- C. EATEN

1105468
1105468
1105468
1105468

DO YOU KNOW HOW TO _____ ROPE?

- *A. JUMP
- B. JUMPING
- C. JUMPED

1105469
1105469
1105469
1105469

_____ THE CAR IN THE STREET.

- *A. PARK
- B. PARKING
- C. PARKED

1105470
1105470
1105470
1105470

I AM _____ TO THE STORE FOR SOME GUM.

- A. WALK
- B. WALKED
- *C. WALKING

1105471
1105471
1105471
1105471

TOMMY IS _____ HIS RED BEFORE SCHOOL.

- A. MAKE
- *B. MAKING
- C. MADE

1105472
1105472
1105472
1105472

THE FARMER _____ HIS PIGS TO COME TO THE PEN.

- A. CALL
- B. CALLING
- *C. CALLED

1105473
1105473
1105473
1105473

IF YOU _____ IN THE ROOM, YOU WILL SEE A PRESENT.

- *A. LOOK
- B. LOOKING
- C. LOOKED

1105474
1105474
1105474
1105474

I _____ YOU AT THE SHOW LAST NIGHT.

- A. SEE
- B. SEEING
- *C. SAW

1105475
1105475
1105475
1105475

WOULD YOU _____ TO GO TO THE BEACH WITH US?

- *A. LIKE
- B. LIKED
- C. LIKING

1105476
1105476
1105476
1105476

ADJECTIVE

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE ADJECTIVES BY CHOOSING THE SENTENCE FROM A GIVEN LIST WHICH INCLUDES AN ADJECTIVE IN THE PREDICATE. 102

0895

DIRECTIONS-- CHOOSE THE LETTER IN FRONT OF THE SENTENCE THAT HAS AN ADJECTIVE IN THE PREDICATE.

0880

- A. BIRDS FLY.
- B. THE PLANTS GROW.
- C. SNOW FALLS.
- *D. THE SAND FEELS HOT.

1106104
1106104
1106104
1106104

- A. THE ROSES BLOOMED.
- B. THE GRASS GREW.
- C. THE ANT SLEPT.
- *D. THE WORM WAS FUZZY.

1106105
1106105
1106105
1106105

THE STUDENT CAN RECOGNIZE COMPARATIVE AND SUPERLATIVE FORMS OF

0954

ADJECTIVES BY CHOOSING THE CORRECT FORM TO COMPLETE A GIVEN SENTENCE. #90

CHOOSE THE MISSING WORD THAT WOULD GO IN THE SENTENCE.

0931

JACK IS NINE YEARS OLD. MARK IS FIVE, AND SALLY IS THREE. JACK IS THE _____ CHILD.

- A. OLD
- B. OLDER
- *C. OLDEST

1106638
1106638
1106638
1106638
1106638

WHICH IS _____ A PILLOW OR A STONE?

- A. SOFT
- *B. SOFTER
- C. SOFTEST

1106639
1106639
1106639
1106639

GRANDMOTHER HAS A VERY _____ DOLL.

- *A. OLD
- B. OLDER
- C. OLDEST

1106640
1106640
1106640
1106640

MR. JONES IS RICH BUT MR. MACK IS _____.

- A. RICH
- *B. RICHER
- C. RICHEST

1106641
1106641
1106641
1106641

THE GRASS IS ALWAYS _____ ON THE OTHER SIDE.

- A. GREEN
- *B. GREENER
- C. GREENEST

1106642
1106642
1106642
1106642

FATHER IS THE _____ ONE IN OUR FAMILY.

- A. TALL
- B. TALLER
- *C. TALLEST

1106643
1106643
1106643
1106643

ROY'S BROTHER IS _____ THAN HE IS.

- A. SMALL
- *B. SMALLER
- C. SMALLEST

1106644
1106644
1106644
1106644

DON CAN RUN _____ THAN DOROTHY.

- A. FAST
- *B. FASTER
- C. FASTEST

1106645
1106645
1106645
1106645

THE COWBOY SAID HIS HORSE WAS THE _____ IN THE WEST.

- A. FAST
- B. FASTER
- *C. FASTEST

1106647
1106647
1106647
1106647

THE STUDENT WILL RECOGNIZE THE DIFFERENT TYPES OF SENTENCES BY IDENTIFYING GIVEN SENTENCES. #80

0089

IDENTIFY THE TYPE OF SENTENCE. THE PUNCTUATION HAS BEEN OMITTED.

0096

WHEN WILL YOU BE LEAVING

- A. DECLARATIVE

1100403
1100403

B. EXCLAMATORY	1100403
*C. INTERROGATIVE	1100403
D. IMPERATIVE	1100403
SHUT THE DOOR, PLEASE	
A. DECLARATIVE	1100404
B. EXCLAMATORY	1100404
C. INTERROGATIVE	1100404
*D. IMPERATIVE	1100404
	1100404
THE HOUSE IS ON FIRE	
A. DECLARATIVE	1100405
*B. EXCLAMATORY	1100405
C. INTERROGATIVE	1100405
D. IMPERATIVE	1100405
	1100405
THERE ARE FORTY PEOPLE IN THIS BUS	
*A. DECLARATIVE	1100406
B. EXCLAMATORY	1100406
C. INTERROGATIVE	1100406
D. IMPERATIVE	1100406
	1100406
IT IS WARM AND HUMID IN THE JUNGLE	
*A. DECLARATIVE	1100407
B. EXCLAMATORY	1100407
C. INTERROGATIVE	1100407
D. IMPERATIVE	1100407
	1100407
PLEASE PUT THE BOOKS AWAY	
A. DECLARATIVE	1100410
B. EXCLAMATORY	1100410
C. INTERROGATIVE	1100410
*D. IMPERATIVE	1100410
	1100410
THE STORY IS VERY INTERESTING	
*A. DECLARATIVE	1100411
B. EXCLAMATORY	1100411
C. INTERROGATIVE	1100411
D. IMPERATIVE	1100411
	1100411
WHY DO YOU WANT TO GO	
A. DECLARATIVE	1100412
B. EXCLAMATORY	1100412
*C. INTERROGATIVE	1100412
D. IMPERATIVE	1100412
	1100412

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF SENTENCE TYPES BY DISCRIMINATING AMONG THE TYPES I.E. DECLARATIVE, INTERROGATIVE, EXCLAMATORY BY SELECTING THE FINAL PUNCTUATION MARK FOR A GIVEN LIST OF SENTENCES WHERE THE FINAL PUNCTUATION MARKS HAVE BEEN OMITTED. *100

0305

DIRECTIONS - CHOOSE THE CORRECT PUNCTUATION MARK THAT BELONGS AT THE END OF EACH SENTENCE.

0248

WE ARE GOING TO THE PARK

- *A. PERIOD
- B. QUESTION MARK
- C. EXCLAMATION MARK

1103040
1103040
1103040
1103040

WHO IS YOUR BEST FRIEND

- A. PERIOD
- *B. QUESTION MARK
- C. EXCLAMATION MARK

1103041
1103041
1103041
1103041

WHAT ARE YOU DOING THIS WEEKEND

- A. PERIOD
- *B. QUESTION MARK
- C. EXCLAMATION MARK

1103042
1103042
1103042
1103042

RUN FOR YOUR LIFE

- A. PERIOD
- B. QUESTION MARK
- *C. EXCLAMATION MARK

1103043
1103043
1103043
1103043

I LIKE TO READ BOOKS

- *A. PERIOD
- B. QUESTION MARK
- C. EXCLAMATION MARK

1103044
1103044
1103044
1103044

THE ROOF IS FALLING IN

- A. PERIOD
- B. QUESTION MARK
- *C. EXCLAMATION MARK

1103045
1103045
1103045
1103045

HOW ARE YOU FEELING TODAY

- A. PERIOD
- *B. QUESTION MARK
- C. EXCLAMATION MARK

1103046
1103046
1103046
1103046

THE HOUSE IS ON FIRE

- A. PERIOD
- B. QUESTION MARK
- *C. EXCLAMATION MARK

1103047
1103047
1103047
1103047

TOMORROW IS MY BIRTHDAY

- *A. PERIOD
- B. QUESTION MARK
- C. EXCLAMATION MARK

1103048
1103048
1103048
1103048

WHERE IS THE BLUE BALL

- A. PERIOD
- *B. QUESTION MARK
- C. EXCLAMATION MARK

1103049
1103049
1103049
1103049

THE STUDENT WILL RECALL THE CONCEPT THAT A SENTENCE MUST EXPRESS COMPLETE THOUGHT BY SELECTING FROM GROUPS OF WORDS THE GROUP THAT IS A SENTENCE. %50

0088

INDICATE WHICH GROUP OF WORDS IS A SENTENCE.

95

- A. A PRETTY GIRL
- B. GOING TO THE STORE
- *C. SHE WALKED FIVE MILES
- D. AFTER THE PARADE

1100398
1100398
1100398
1100398

- *A. HE SAW MANY CLOWNS
- B. FOR MANY DAYS AFTER
- C. PUTTING AWAY THE DISHES
- D. UNDER THE WASTEBASKET

1100399
1100399
1100399
1100399

- A. ERASING THE BOARD
- *B. EVERYONE STAYED IN LINE
- C. RIPPING UP THE PAPERS
- D. BROKE THE WINDOW

1100400
1100400
1100400
1100400

- A. PUTTING EVERYTHING AWAY
- B. BECAUSE OF THE RAIN
- C. GETTING HIS WORK FINISHED
- *D. WE ALL ENJOYED THE PLAY

1100401
1100401
1100401
1100401

- A. SALUTING THE FLAG
- B. FOR EVERY DAY IN THE WEEK
- C. HELPING CLEAR THE SHELVES
- *D. HIS PAPERS WERE ALL CORRECT

1100402
1100402
1100402
1100402

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE THE SUBJECT OF THE SENTENCE BY CHOOSING THE WORD OR WORDS IN THE GIVEN SENTENCE. %010

0881

AFTER READING THE FOLLOWING SENTENCE CHOOSE THE WORD OR WORDS IN THE COMPLETE SUBJECT.

0875

THE RABBIT RAN AWAY FROM ME.

- A. RAN
- B. AWAY
- C. FROM ME
- *D. THE RABBIT

1106079
1106079
1106079
1106079
1106079

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE PREDICATE BY SELECTING THE SENTENCE IN WHICH THE PREDICATE IS STARRED. %010

0882

WHICH OF THESE SENTENCES HAS THE COMPLETE PREDICATE STARRED?

- A. THE RAIN *FELL* ON ME.
- B. THIS CASTLE IS *OLD*.
- C. *THE PALACE* IS BIG.
- *D. THE KING *IS VERY RICH*.

1106080
1106080
1106080
1106080
1106080

GIVEN A SENTENCE THE STUDENT WILL DEMONSTRATE HIS ABILITY TO
 APPLY THE PRINCIPLE OF SUBJECT-VERB AGREEMENT BY CHOOSING EITHER
 A SINGULAR OR PLURAL NOUN TO CORRECTLY COMPLETE THE SENTENCE.
 *100

0382

TEACHER WILL SAY - CHOOSE THE CORRECT WORD FROM THE SET OF TWO
 TO CORRECTLY COMPLETE EACH SENTENCE.

0319

THE _____ IS BLACK.

- *A. CAT
- B. CATS

1104025
 1104025
 1104025

THE _____ ARE FAT.

- *A. PIGS
- B. PIG

1104026
 1104026
 1104026

SUE HAS FIVE _____.

- A. APPLE
- *B. APPLES

1104027
 1104027
 1104027

DICK HAS TWO _____.

- A. BALL
- *B. BALLS

1104028
 1104028
 1104028

ARE THE _____ HAPPY?

- A. GIRL
- *B. GIRLS

1104029
 1104029
 1104029

MARY ATE TWO _____.

- A. COOKY
- *B. COOKIES

1104030
 1104030
 1104030

ARE JANE AND TOM READING _____?

- A. BOOK
- *B. BOOKS

1104031
 1104031
 1104031

WHY DO JACK'S _____ BARK?

- *A. DOGS
- B. DOG

1104032
 1104032
 1104032

MOTHER BOUGHT A NEW _____.

- *A. COAT
- B. COATS

1104033
 1104033
 1104033

THE STUDENT CAN UNDERSTAND THE INFLECTIONAL CHANGES WHEN 'S IS
 ADDED TO A NOUN TO FORM THE POSSESSIVE, OR WHEN S IS ADDED TO
 FORM THE PLURAL BY CHOOSING THE CORRECT WORD TO COMPLETE A GIVEN
 SENTENCE. *100

0951

DIRECTIONS - CHOOSE THE FORM OF THE WORD THAT BEST COMPLETES THE
 SENTENCE.

0323

THE _____ HAT IS RED AND BLUE.

- A. GIRL
- B. GIRLS

1106616
 1106616
 1106616

*C. GIRL'S
THE _____ HAT IS MADE FOR HER.
A. GIRL
B. GIRLS
*C. GIRL'S

THE FIVE _____ WENT TO SCHOOL.
A. GIRL
*B. GIRLS
C. GIRL'S

THE _____ NEW HAT IS ON THE FLOOR.
A. GIRL
B. GIRLS
*C. GIRL'S

THE _____ FINISHED ALL HER WORK.
*A. GIRL
B. GIRLS
C. GIRL'S

ALL THE _____ LASSED THE STEER.
A. COWBOY
*B. COWBOYS
C. COWBOY'S

THIS IS THE _____ HORSE.
A. COWBOY
B. COWBOYS
*C. COWBOY'S

THE _____ GAVE HIS MOTHER MONEY.
*A. COWBOY
B. COWBOYS
C. COWBOY'S

EIGHT _____ HAD PIE FOR LUNCH.
A. COWBOY
*B. COWBOYS
C. COWBOY'S

THE HORSE OBEYS THE COMMAND OF ALL THE _____.
A. COWBOY
*B. COWBOYS
C. COWBOY'S

1106616

1106617
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1106625

PHONICS

CONSONANTS

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF MIDDLE CONSONANT SOUNDS BY SELECTING THE PICTURE OF AN OBJECT WHOSE NAME HAS THE DESIGNATED SOUND IN THE MIDDLE WHEN THREE PICTURES ARE SHOWN TO AND IDENTIFIED FOR HIM. #05

0904

DIRECTIONS-- I WILL SHOW YOU THREE PICTURES AND TELL YOU WHAT EACH ONE IS. YOU WILL THEN SELECT THE PICTURE OF THE OBJECT WHOSE NAME HAS THE MIDDLE SOUND THAT I SAY.

0889

WHICH ONE HAS THE *T* SOUND IN THE MIDDLE

- *A. PICTURE OF A KITTEN
- B. PICTURE OF A TOOTH
- C. PICTURE OF A TENT

1106189
1106189
1106189
1106189

WHICH ONE HAS THE *B* SOUND IN THE MIDDLE

- *A. PICTURE OF A BABY
- B. PICTURE OF A BIB
- C. PICTURE OF A BENCH

1106190
1106190
1106190
1106190

WHICH ONE HAS THE *P* SOUND IN THE MIDDLE

- A. PICTURE OF A PENNY
- *B. PICTURE OF A ZIPPER
- C. PICTURE OF A TUR

1106191
1106191
1106191
1106191

WHICH ONE HAS THE *N* SOUND IN THE MIDDLE

- A. PICTURE OF A NEST
- B. PICTURE OF A MOON
- *C. PICTURE OF A PENNY

1106192
1106192
1106192
1106192

WHICH ONE HAS THE *K* SOUND IN THE MIDDLE

- A. PICTURE OF A CLOCK
- B. PICTURE OF A CAT
- *C. PICTURE OF A NICKEL

1106193
1106193
1106193
1106193

THE STUDENT WILL RECOGNIZE A SILENT LETTER IN A WORD BY CHOOSING THE WORD THAT DOES OR DOES NOT CONTAIN A SILENT LETTER. #3

0043

CHOOSE THE WORD THAT CONTAINS A SILENT LETTER.

43

- A. CORN
- B. CUB
- C. SO
- *D. SIGN

1100128
1100128
1100128
1100128

- A. CAN
- B. WENT
- *C. CAME
- D. RING

1100129
1100129
1100129
1100129

CHOOSE THE WORD THAT DOES *NOT* CONTAIN A SILENT LETTER.

- A. KNEE
- B. CALF
- *C. SENT
- D. THUMB

1100130
1100130
1100130
1100130

THE STUDENT WILL RECOGNIZE THE SOUNDS OF INITIAL, MIDDLE, AND FINAL CONSONANTS AS THEY APPEAR IN A WORD BY IDENTIFYING THE WORD THAT MATCHES WITH THE WORD THE TEACHER PRONOUNCES. %3

0016

CHOOSE THE WORD YOU THINK THE TEACHER SAYS.

16

TEACHER SAYS *CAT*

1100048
1100048
1100048
1100048
1100048

- A. CAB
- B. CAN
- *C. CAT
- D. CAF

TEACHER SAYS *TEAM*

1100049
1100049
1100049
1100049
1100049

- A. REAM
- B. SEEM
- *C. TEAM
- D. BEAM

TEACHER SAYS *BUDDY*

1100050
1100050
1100050
1100050
1100050

- *A. BUDDY
- B. BUSSY
- C. BUFFY
- D. BULLY

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF BEGINNING AND ENDING CONSONANTS BY CHOOSING A WORD THAT HAS THE EXACT SAME BEGINNING AND ENDING LETTERS AS THOSE GIVEN. %1

0047

CHOOSE THE WORD THAT BEGINS LIKE BAT AND ENDS LIKE PARK.

0049

- A. MEAN
- B. PINK
- *C. BANK
- D. BARN

1100140
1100140
1100140
1100140

GIVEN THE WORD *BAD*, THE STUDENT WILL APPLY HIS KNOWLEDGE OF PHONICS BY MAKING A LIST OF NEW WORDS THROUGH SUBSTITUTION OF THE LETTERS S, H, M, L, D, AND P. %6

0248

USING THE LETTER S CHANGE BAD TO

1102325
1102325

A. SAD

USING THE LETTER H CHANGE BAD TO

1102326
1102326

A. HAD.

USING THE LETTER M CHANGE BAD TO

1102327
1102327

A. MAD.

USING THE LETTER L CHANGE BAD TO

1102328
1102328

A. LAD.

USING THE LETTER D CHANGE BAD TO

1102329
1102329

A. DAD.

USING THE LETTER P CHANGE RAD TO
A. PAD.

1102330
1102330

GIVEN A WORD WITH THE LAST LETTER MISSING, THE STUDENT WILL
DEMONSTRATE HIS KNOWLEDGE OF FINAL CONSONANT SOUNDS BY SELECTING
THE CONSONANT WHICH CORRECTLY COMPLETES THE WORD. %80

0076

CHOOSE THE CONSONANT THAT CORRECTLY COMPLETES THE WORD.

0086

LAM-

- *A. P
- B. F
- C. T

1100298
1100298
1100298
1100298

HOO-

- *A. T
- B. L
- C. S

1100299
1100299
1100299
1100299

PIN-

- A. B
- B. L
- *C. T

1100300
1100300
1100300
1100300

STE-

- A. L
- *B. M
- C. T

1100301
1100301
1100301
1100301

PENCI-

- A. M
- B. T
- *C. L

1100302
1100302
1100302
1100302

CHAI-

- *A. N
- B. P
- C. D

1100303
1100303
1100303
1100303

PLAN-

- A. B
- *B. T
- C. M

1100304
1100304
1100304
1100304

NAI-

- *A. L
- B. P
- C. D

1100305
1100305
1100305
1100305

THE STUDENT WILL RECOGNIZE FINAL CONSONANT SOUNDS BY SAYING THE
LETTER NAMES OF THOSE FINAL SOUNDS IN WORDS PRONOUNCED BY THE
TEACHER. %100

0116

AFTER THE TEACHER PRONOUNCES EACH WORD, THE CHILD WILL RESPOND
BY SAYING THE LETTER NAME OF EACH FINAL CONSONANT SOUND.

0100

TEACHER SAYS, LEG.	1100543
A. CHILD SAYS, *G*.	1100543
TEACHER SAYS, CLUB.	1100544
A. CHILD SAYS, *B*.	1100544
TEACHER SAYS, STUFF.	1100546
A. CHILD SAYS, *F*.	1100546
TEACHER SAYS, TALL.	1100547
A. CHILD SAYS, *L*.	1100547
TEACHER SAYS, RED.	1100548
A. CHILD SAYS, *D*.	1100548
TEACHER SAYS, HOP.	1100551
A. CHILD SAYS, *P*.	1100551
TEACHER SAYS, CAR.	1100552
A. CHILD SAYS, *R*.	1100552
TEACHER SAYS, HOW.	1100554
A. CHILD SAYS, *W*.	1100554
TEACHER SAYS, FAN.	1100555
A. CHILD SAYS, *N*.	1100555
TEACHER SAYS, CAUGHT.	1100556
A. CHILD SAYS, *T*.	1100556

THE STUDENT WILL DEMONSTRATE HIS ABILITY IN AUDITORY DISCRIMINATION OF FINAL CONSONANTS BY CHOOSING THE WORD ENDING IN A DESIGNATED CONSONANT SPECIFIED EACH TIME BY THE TEACHER FROM A SET OF TWO WORDS. #10# 0346

DIRECTIONS - THE TEACHER SAYS ... LOOK AT THE TWO WORDS IN EACH BOX. I WILL SAY THEM AND ASK YOU TO LISTEN FOR A FINAL LETTER IN EACH SET. YOU CHOOSE THE WORD WHICH HAS THE SOUND OF THE LETTER I NAME. 0288

FINAL LETTER *L*	1103771
*A. TELL	1103771
*B. TALK	1103771

FINAL LETTER *G*	1103772
*A. HUT	1103772
*B. HUG	1103772

FINAL LETTER *P*	1103773
*A. PUP	1103773
*B. PUT	1103773

FINAL LETTER *M*	1103774
*A. HOT	1103774
*B. HAM	1103774

FINAL LETTER *N*	1103775
*A. MOP	1103775

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF FINAL CONSONANT SOUNDS BY SELECTING A PICTURE OF THE OBJECT WHOSE NAME ENDS WITH THE DESIGNATED LETTER SOUND WHEN THREE PICTURES ARE SHOWN TO AND IDENTIFIED FOR HIM. %050

0903

DIRECTIONS-- I WILL SHOW YOU THREE PICTURES AND TELL YOU WHAT EACH ONE IS. YOU WILL THEN SELECT THE PICTURE THAT ENDS WITH THE SOUND OF THE LETTER I SAY.

0888

WHICH ONE ENDS WITH THE *M* SOUND

- A. PICTURE OF MOON
- *B. PICTURE OF A BROOM
- C. PICTURE OF A BAT

1106184
1106184
1106184
1106184

WHICH ONE ENDS WITH THE *F* SOUND

- A. PICTURE OF A LION
- *B. PICTURE OF A LEAF
- C. PICTURE OF A FENCE

1106185
1106185
1106185
1106185

WHICH ONE ENDS WITH THE *D* SOUND

- *A. PICTURE OF A RED
- B. PICTURE OF A DOOR
- C. PICTURE OF A BOY

1106186
1106186
1106186
1106186

WHICH ONE ENDS WITH THE *G* SOUND

- A. PICTURE OF A GUN
- *B. PICTURE OF A BUG
- C. PICTURE OF A BAT

1106187
1106187
1106187
1106187

WHICH ONE ENDS WITH THE *R* SOUND

- *A. PICTURE OF A CRIER
- B. PICTURE OF A BOTTLE
- C. PICTURE OF A CLOCK

1106188
1106188
1106188
1106188

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO HEAR A FINAL CONSONANT SOUND AND IDENTIFY THE LETTER SYMBOL FOR THAT SOUND BY CHOOSING THE CORRECT LETTER FROM A CHOICE OF FOUR. %100

0932

DIRECTIONS-- LISTEN TO THE *LAST* SOUND IN THE WORD I SAY AND CHOOSE THE LETTER IN THE ROW THAT STANDS FOR THAT SOUND.

0916

BED

- *A. D
- B. T
- C. R
- D. S

1106459
1106459
1106459
1106459
1106459

CAR

- A. M
- B. N
- C. H
- *D. R

1106460
1106460
1106460
1106460
1106460

MAN

- A. M
- *B. N
- C. R
- D. H

1106461
1106461
1106461
1106461
1106461

C. WALKING
MFG LIKES TO _____ COOKIES.
*A. EAT
B. EATING
C. ATE

26

35

1105457
1105457
1105458
1105458
1105458
1105458

SCHOOL

- A. T
- *B. L
- C. H
- D. F

1106462
1106462
1106462
1106462
1106462

CAT

- A. H
- *B. T
- C. D
- D. L

1106463
1106463
1106463
1106463
1106463

CUP

- *A. P
- B. B
- C. T
- D. D

1106464
1106464
1106464
1106464
1106464

DRESS

- A. C
- B. T
- *C. S
- D. V

1106465
1106465
1106465
1106465
1106465

WALL

- A. A
- B. T
- C. H
- *D. L

1106466
1106466
1106466
1106466
1106466

HELP

- A. B
- *B. P
- C. D
- D. L

1106467
1106467
1106467
1106467
1106467

OFF

- *A. F
- B. E
- C. V
- D. T

1106468
1106468
1106468
1106468
1106468

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO HEAR THE FINAL CONSONANT SOUND OF A SPOKEN WORD AND WRITE THE LETTER FOR THAT SOUND. #14

0934

DIRECTIONS-- LISTEN TO THE WORD I SAY AND THEN WRITE THE LETTER THE WORD ENDS WITH ON YOUR PAPER.

0918

COAT

- A. T

1106488
1106488

RIR

- A. B

1106489
1106489

OFF

- A. F

1106490
1106490

42

49

- *A. PARK
- B. PARKING
- C. PARKED

1105470
1105470
1105470
1105470

SAD
A. D

1106491
1106491

LOG
A. G

1106492
1106492

TICK
A. K

1106493
1106493

TOM
A. M

1106494
1106494

HILL
A. L

1106495
1106495

UP
A. P

1106496
1106496

CAR
A. R

1106497
1106497

CAN
A. N

1106498
1106498

DRESS
A. S

1106499
1106499

THAT
A. T

1106500
1106500

BUZZ
A. Z

1106501
1106501

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE ENDING CONSONANT SOUNDS FROM A SET OF THREE WORDS BY CHOOSING THE WORD THAT ENDS WITH THE SAME SOUND AS THE STIMULUS WORD SPOKEN BY THE TEACHER. \$10

0965

ORAL DIRECTIONS-- YOU HAVE A LIST OF WORDS IN FRONT OF YOU. FOR EACH ROW I AM GOING TO SAY A WORD. YOU ARE TO THINK OF THE ENDING SOUND OF THE WORD I SAY. THEN LOOK AT THE WORDS IN THAT ROW AND CHOOSE THE WORD THAT HAS THE SAME ENDING SOUND.

0939

TEACHER SAYS - DOG

- *A. BIG
- B. SAP
- C. WORD

1106837
1106837
1106837
1106837

TEACHER SAYS - PUFF

- A. DEEP
- B. KICK
- *C. STIFF

1106838
1106838
1106838
1106838

TEACHER SAYS - GLAD

- A. LAST
- B. COB
- *C. FED

1106839
1106839
1106839
1106839

THE STUDENT CAN RECOGNIZE COMPARATIVE AND SUPERLATIVE FORMS OF
28

0954

TEACHER SAYS - SHUT
A. VERY
*B. SET
C. LAP

1106840
1106840
1106840
1106840

TEACHER SAYS - SKIP
*A. MAP
B. PAY
C. NOW

1106841
1106841
1106841
1106841

TEACHER SAYS - ROOM
A. BOG
B. WIN
*C. GUM

1106842
1106842
1106842
1106842

TEACHER SAYS - TUB
A. MUG
*B. GRAB
C. WARM

1106843
1106843
1106843
1106843

TEACHER SAYS - BACK
A. WIG
*B. TRICK
C. START

1106844
1106844
1106844
1106844

TEACHER SAYS - THIN
*A. MEN
B. COMF
C. CLASS

1106845
1106845
1106845
1106845

TEACHER SAYS - SMALL
A. RAN
B. FLAT
*C. PULL

1106846
1106846
1106846
1106846

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF CONSONANT SOUNDS IN
MEDIAL POSITION BY CHOOSING FROM A GROUP OF THREE WORDS READ
ALoud THE ONE WHICH HAS THE GIVEN CONSONANT IN THE MIDDLE
POSITION. #02#

0816

WHICH OF THESE WORDS HAS THE *R* SOUND IN THE MIDDLE
A. RABBIT
B. DOOR
*C. CARROT

1105696
1105696
1105696
1105696

WHICH OF THESE WORDS HAS THE *D* SOUND IN THE MIDDLE
A. DOG
*B. LADDER
C. RAD

1105697
1105697
1105697
1105697

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF CONSONANT SOUNDS IN
INITIAL POSITION BY SELECTING FROM A GROUP OF THREE PICTURES
THE ONE PICTURE WHOSE NAME BEGINS WITH THE SAME SOUND AS THE
GIVEN PICTURE. #02#

0813

WHEN WILL YOU BE LEAVING
A. DECLARATIVE

1100403
1100403

29

38

DIRECTIONS-- LOOK AT THE PICTURES IN THE FIRST BOX, THEN FIND
AND COLOR THE PICTURE IN THE SECOND BOX THAT BEGINS WITH THE SAME
SOUND AS THIS ONE.

0820

PICTURE OF PUPPY

1105690
1105690
1105690
1105690

- A. PICTURE OF A HOUSE
- *B. PICTURE OF A PIE
- C. PICTURE OF A SEVEN

PICTURE OF A KITE

1105691
1105691
1105691
1105691

- *A. PICTURE OF A KEY
- B. PICTURE OF A HAT
- C. PICTURE OF A LEAF

GIVEN A WORD WITH THE FIRST LETTER MISSING, THE STUDENT WILL
DEMONSTRATE HIS KNOWLEDGE OF INITIAL CONSONANT SOUNDS BY SELECT-
ING THE CONSONANT THAT CORRECTLY COMPLETES THE WORD. #6

0075

CHOOSE THE CONSONANT THAT CORRECTLY COMPLETES THE WORD.

0085

ALENTINE

1100292
1100292
1100292
1100292

- A. B
- *B. V
- C. L

ONKEY

1100293
1100293
1100293
1100293

- A. R
- *B. D
- C. F

AMILY

1100294
1100294
1100294
1100294

- A. T
- B. M
- *C. F

INUTE

1100295
1100295
1100295
1100295

- A. L
- *B. M
- C. K

ARRAGE

1100296
1100296
1100296
1100296

- *A. G
- B. R
- C. N

ILLOW

1100297
1100297
1100297
1100297

- A. L
- B. Q
- *C. P

THE STUDENT WILL RECOGNIZE INITIAL CONSONANT SOUNDS BY SAYING THE
LETTER NAMES OF THOSE INITIAL SOUNDS IN WORDS PRONOUNCED BY THE
TEACHER. #15

0117

THE TEACHER WILL PRONOUNCE EACH WORD, AND THE CHILD WILL RESPOND BY SAYING THE LETTER NAME OF EACH INITIAL CONSONANT SOUND.

0101

TEACHER SAYS, NO.

A. CHILD SAYS, *N*.

1100558

1100558

TEACHER SAYS, RAINBOW.

A. CHILD SAYS, *R*.

1100559

1100559

TEACHER SAYS, TURTLE.

A. CHILD SAYS, *T*.

1100560

1100560

TEACHER SAYS, CURVE.

A. CHILD SAYS, *C* OR *K*.

1100561

1100561

TEACHER SAYS, JAR.

A. CHILD SAYS, *J*.

1100562

1100562

TEACHER SAYS, LONG.

A. CHILD SAYS, *L*.

1100563

1100563

TEACHER SAYS, MANY.

A. CHILD SAYS, *M*.

1100564

1100564

TEACHER SAYS, SAT.

A. CHILD SAYS, *S*.

1100565

1100565

TEACHER SAYS, GIRL.

A. CHILD SAYS, *G*.

1100566

1100566

TEACHER SAYS, HAPPY.

A. CHILD SAYS, *H*.

1100567

1100567

TEACHER SAYS, FARMER.

A. CHILD SAYS, *F*.

1100568

1100568

TEACHER SAYS, PARTY.

A. CHILD SAYS, *P*.

1100569

1100569

TEACHER SAYS, DOCTOR.

A. CHILD SAYS, *D*.

1100570

1100570

TEACHER SAYS, WINDOW.

A. CHILD SAYS, *W*.

1100571

1100571

TEACHER SAYS, BALL.

A. CHILD SAYS, *B*.

1100572

1100572

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE NEW WORDS FORMED BY INITIAL CONSONANT SUBSTITUTION BY CHOOSING THE LETTER FOR THE SOUND HE HEARS IN THE NEW WORD. %6

0380

DIRECTIONS - THE TEACHER SAYS .. *BAT*, FOR EXAMPLE, IS A WORD WE HAVE LEARNED. BY ADDING A DIFFERENT CONSONANT LETTER AT THE BEGINNING YOU CAN SPELL A NEW WORD. LISTEN AS I SAY NEW WORDS AND YOU CHOOSE THE LETTER FROM A SET OF THREE TO WRITE AT THE BEGINNING OF THE WORD TO SPELL IT, ADDING THE LAST TWO LETTERS OF THE OLD WORD.

0317

TOP -OP
A. L
R. K
*C. M

1104009
1104009
1104009
1104009

CAT -AT
A. L
*B. M
C. W

1104010
1104010
1104010
1104010

BOY -OY
A. M
*B. T
C. L

1104011
1104011
1104011
1104011

FAN -AN
A. S
R. L
*C. P

1104012
1104012
1104012
1104012

PIG -IG
A. C
*B. B
C. G

1104013
1104013
1104013
1104013

CAP -AP
A. D
R. R
*C. T

1104014
1104014
1104014
1104014

THE STUDENT WILL RECOGNIZE CONSONANT SOUNDS HEARD IN AN INITIAL POSITION AND RECALL THE CORRESPONDING WRITTEN LETTER OF THE ALPHABET BY WRITING THE LETTER FOR THE BEGINNING SOUND OF WORDS PRONOUNCED BY THE TEACHER. %33

0396

DIRECTIONS-- THE TEACHER WILL PRONOUNCE THE WORD AND THE PUPIL WILL WRITE THE NAME OF THE SOUND THAT IT BEGINS WITH.

0321

RAT
A. R

1104192
1104192

BUG
A. B

1104193
1104193

CUT
A. C OR K

1104194
1104194

CAN
A. C OR K

1104195
1104195

DOLL
A. D

1104196
1104196

DIG
A. D

1104197
1104197

FUN
A. F

1104198
1104198

FAMILY	1104199
A. F	1104199
GIVE	1104200
A. G	1104200
GAB	1104201
A. G	1104201
HILL	1104202
A. H	1104202
HAM	1104203
A. H	1104203
JUST	1104204
A. J	1104204
JACK	1104205
A. J	1104205
LAMP	1104206
A. L	1104206
LIFT	1104207
A. L	1104207
MAP	1104208
A. M	1104208
MILL	1104209
A. M	1104209
NUT	1104210
A. N	1104210
NAP	1104211
A. N	1104211
PILL	1104212
A. P	1104212
PAM	1104213
A. P	1104213
RIG	1104214
A. R	1104214
SUN	1104215
A. S	1104215
SICK	1104216
A. S	1104216
TIN	1104217
A. T	1104217
TUCK	1104218
A. T	1104218

VAN
A. V

1104219
1104219

VISIT
A. V

1104220
1104220

WAG
A. W

1104221
1104221

WILL
A. W

1104222
1104222

ZAP
A. Z

1104223
1104223

ZIP
A. Z

1104224
1104224

THE STUDENT WILL SHOW HIS COMPREHENSION OF SIMILAR INITIAL
CONSONANT SOUNDS BY SELECTING A WORD THAT BEGINS WITH THE SAME
CONSONANT SOUND AS THE OTHER WORDS IN THAT SENTENCE. %100

0559

DIRECTIONS - CHOOSE THE WORD WHICH WILL COMPLETE THIS SENTENCE
AND WILL BEGIN WITH THE SAME SOUND AS THE OTHER WORDS IN THE
SENTENCE.

0585

MICKY MOUSE MIGHT MOVE _____
A. BANANAS
*B. MACHINES
C. TRUCKS

9223
9223
9223
9223

BILLYS BUNNY BUMPED THE _____
*A. BED
B. CHAIR
C. STOVE

9224
9224
9224
9224

HARRY HAMSTER HID HIS HEART _____
A. THERE
*B. HERE
C. EVERYWHERE

9225
9225
9225
9225

PRITILLA PIG POURED PICKLES IN THE _____
A. SOUP
B. COFFEE
*C. POOL

9226
9226
9226
9226

GERTIE GOOSE GOBBLED THE _____
*A. GLASS
B. MONEY
C. STOVE

9227
9227
9227
9227

SILLY SIMON SILENTLY SAT _____
A. COOKING
B. EATING
*C. SEWING

9228
9228
9228
9228

CORKY CAMEL CAME COOLLY WITH HIS _____
A. BICYCLE

9229
9229

*B. CAKE	9229
C. ROBOT	9229
TIMOTHY TAYLOR TOOK A TOY TO _____	
*A. TOWN	9230
B. SCHOOL	9230
C. PLAY	9230
WANDA WITCH WAITED, WATCHING FOR _____	
A. SUSAN	9231
B. GEORGE	9231
*C. WILLIE	9231
DILLY DONKEY DANCED DOWN THE _____	
A. ROAD	9232
*B. DUNE	9232
C. PATH	9232

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISCRIMINATE BETWEEN INITIAL CONSONANT SOUNDS BY REPEATING THE ONE WORD OF DIFFERENT INITIAL CONSONANT SOUND FROM THE FOUR PRONOUNCED BY THE TEACHER.	0779
§18d	

TEACHER SAYS-- I WILL SAY FOUR WORDS. THREE OF THEM BEGIN WITH THE SAME CONSONANT SOUND, AND ONE DOES NOT. SAY THE WORD THAT BEGINS DIFFERENTLY.	0788
--	------

A. SUN	1104932
B. SEVEN	1104932
*C. MAN	1104932
D. SEAL	1104932
A. MOON	1104933
B. MAN	1104933
C. MITTENS	1104933
*D. TREE	1104933
*A. CAP	1104934
B. VACUUM	1104934
C. VIOLIN	1104934
D. VALENTINE	1104934
A. FARM	1104935
*B. VEGETABLES	1104935
C. FAN	1104935
D. FENCE	1104935
A. CAGE	1104936
B. CALF	1104936
C. CORN	1104936
*D. GATE	1104936
*A. FORK	1104937
B. GOAT	1104937
C. GUN	1104937
D. GARDEN	1104937
A. BEAK	1104938

B. BEADS	1104938
C. BIKE	1104938
*D. CUP	1104938
*A. PEAR	1104939
B. ROAD	1104939
C. RAKE	1104939
D. ROSE	1104939
A. JACKS	1104940
*B. KING	1104940
C. JEEP	1104940
D. JUG	1104940
A. DOG	1104941
B. DOLL	1104941
C. DUCK	1104941
*D. PENCIL	1104941
A. KEY	1104942
B. KITTEN	1104942
*C. JELLO	1104942
D. KITE	1104942
*A. BELT	1104943
B. TREE	1104943
C. TENT	1104943
D. TOP	1104943
A. PEAR	1104944
*B. DONUTS	1104944
C. PONY	1104944
D. PAN	1104944
*A. YARN	1104945
B. LION	1104945
C. LETTERS	1104945
D. LADDER	1104945
A. HILL	1104946
B. HOUSE	1104946
*C. NAIL	1104946
D. HORSE	1104946
A. NUT	1104947
*B. HAND	1104947
C. NUMBERS	1104947
D. NEST	1104947
A. WING	1104948
B. WINDOW	1104948
*C. VANE	1104948
D. WITCH	1104948
A. YELLOW	1104949
*B. LEAF	1104949
C. YARDSTICK	1104949
D. YO YO	1104949

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF INITIAL CONSONANT SOUNDS BY CHOOSING THE WORD IN THE LIST HAVING THE SAME INITIAL SOUND AS THAT OF THE STIMULUS WORD. #03

0887

DIRECTIONS-- CHOOSE THE LIST WORD HAVING THE SAME BEGINNING SOUND AS THE WORD SPOKEN BY THE TEACHER.

0876

PAT

- A. BAT
- B. HALF
- C. DRAG
- *D. PAD

1106086
1106086
1106086
1106086
1106086

TIGER

- A. KITE
- *B. TOM
- C. CAMP
- D. RIP

1106088
1106088
1106088
1106088
1106088

BADGE

- A. JUMP
- B. DANCE
- *C. BOW
- D. DANCE
- E. SLIDE

1106089
1106089
1106089
1106089
1106089

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE INITIAL CONSONANT SOUNDS BY SELECTING THE PICTURE OF THE OBJECT WHOSE NAME BEGINS WITH THE DESIGNATED SOUND WHEN THREE PICTURES ARE SHOWN TO AND IDENTIFIED FOR HIM. #05

0902

DIRECTIONS-- I WILL SHOW YOU THREE PICTURES AND TELL YOU WHAT EACH ONE IS. YOU WILL THEN SELECT THE PICTURE THAT BEGINS WITH THE SOUND OF THE LETTER, I SAY.

0887

WHICH ONE BEGINS WITH THE *M* SOUND

- *A. PICTURE OF A MOUSE
- B. PICTURE OF A FISH
- C. PICTURE OF A DOLL

1106178
1106178
1106178
1106178

WHICH ONE BEGINS WITH THE *F* SOUND

- A. PICTURE OF A DESK
- *B. PICTURE OF A FISH
- C. PICTURE OF A MOP

1106179
1106179
1106179
1106179

WHICH ONE BEGINS WITH THE *D* SOUND

- *A. PICTURE OF A DOG
- B. PICTURE OF A MAN
- C. PICTURE OF A FIRE

1106180
1106180
1106180
1106180

WHICH ONE BEGINS WITH THE *G* SOUND

- A. PICTURE OF MOON
- B. PICTURE OF A FARMER
- *C. PICTURE OF A GIRL

1106181
1106181
1106181
1106181

WHICH ONE BEGINS WITH THE *R* SOUND

- *A. PICTURE OF A BALL

1106182
1106182

- B. PICTURE OF A DIME
- C. PICTURE OF A MOP

110618
110618

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ASSOCIATE THE
BEGINNING CONSONANT SOUND OF A WORD WITH THE SYMBOL FOR THAT
SOUND BY MARKING THE LETTER SYMBOL FOR THAT SOUND FROM A CHOICE
OF FOUR. \$10

093

DIRECTIONS-- LISTEN TO THE BEGINNING SOUND IN THE WORD THAT I
SAY AND CHOOSE THE LETTER IN THE ROW THAT STANDS FOR THAT SOUND.
THE WORD SPOKEN BY THE TEACHER IS NOT SHOWN TO THE STUDENT.

091

BALL

110642
110642
110642
110642
110642

- A. P
- *B. B
- C. D
- D. T

FARM

110644
110644
110644
110644
110644

- A. T
- *B. F
- C. V
- D. S

PAPER

110644
110644
110644
110644
110644

- A. B
- B. S
- *C. P
- D. T

NOSE

110644
110644
110644
110644
110644

- A. R
- B. M
- *C. N
- D. H

WOOD

110644
110644
110644
110644
110644

- *A. W
- B. S
- C. Y
- D. M

TIME

110644
110644
110644
110644
110644

- A. L
- *B. T
- C. E
- D. D

SIX

110644
110644
110644
110644
110644

- A. C
- *B. S
- C. T
- D. Z

DOG

110644
110644
110644
110644

- A. G
- *B. D
- C. F

D. B	1106446
RAN	
A. E	1106447
*B. R	1106447
C. N	1106447
D. H	1106447
GOOD	
*A. G	1106448
B. O	1106448
C. J	1106448
D. B	1106448

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE TWO SOUNDS OF *S* BY PUTTING THE GIVEN WORDS IN THE CORRECT COLUMN MARKED *Z* OR *S* REPRESENTING THE TWO SOUNDS OF *S*□. %7□ 0759

ORAL DIRECTIONS-- LOOK AT EACH WORD. IF THE S SOUNDS LIKE *Z* CHOOSE A. IF THE S SOUNDS LIKE *S* CHOOSE B. 0768

US	
*A. *S* SOUND	1104632
*B. *Z* SOUND	1104632
	1104632

IS	
A. *S* SOUND	1104633
*B. *Z* SOUND	1104633
	1104633

THIS	
*A. *S* SOUND	1104634
B. *Z* SOUND	1104634
	1104634

HIS	
A. *S* SOUND	1104635
*B. *Z* SOUND	1104635
	1104635

YES	
*A. *S* SOUND	1104637
B. *Z* SOUND	1104637
	1104637

WAS	
A. *S* SOUND	1104638
*B. *Z* SOUND	1104638
	1104638

MAKES	
*A. *S* SOUND	1104639
B. *Z* SOUND	1104639
	1104639

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE SILENT CONSONANTS IN A WORD BY SELECTING EACH SILENT CONSONANT IN A GIVEN LIST OF WORDS. %14□ 0977

ORAL DIRECTIONS - SAY EACH WORD SILENTLY. THEN SELECT EACH SILENT CONSONANT. THE FIRST ONE IS DONE FOR YOU. 0949

LADDER
A. CROSS OUT ONE D

1107043
1107043

KNOW
A. CROSS OUT THE K

1107044
1107044

SIGH
A. CROSS OUT GH

1107045
1107045

OFTEN
A. CROSS OUT THE T

1107046
1107046

BACK
A. CROSS OUT THE C

1107047
1107047

WRITE
A. CROSS OUT THE W

1107048
1107048

LAMP
A. CROSS OUT THE B

1107049
1107049

KITTEN
A. CROSS OUT ONE T

1107050
1107050

KNEE
A. CROSS OUT THE K

1107051
1107051

NIGHT
A. CROSS OUT GH

1107052
1107052

LISTEN
A. CROSS OUT THE T

1107053
1107053

YELLOW
A. CROSS OUT ONE L

1107054
1107054

WRAP
A. CROSS OUT THE W

1107055
1107055

WROTE
A. CROSS OUT THE W

1107057
1107057

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF FINAL CONSONANT
SUBSTITUTION BY CHOOSING FROM A LIST OF THREE CONSONANTS THE ONE
WHICH WILL GIVE ANOTHER REAL WORD. ITEMS WILL BE STRUCTURED SO
THAT BOTH THE STIMULUS WORD AND THE NEW WORD ARE IN THE CHILD'S
VOCABULARY. 04n

0827

DIRECTIONS-- READ EACH WORD AND THEN LOOK AT THE THREE LETTERS.
IF YOU TAKE AWAY THE ENDING CONSONANT IN THE WORD, WHICH ONE OF
THE CONSONANTS MAY YOU SUBSTITUTE IN ITS PLACE TO MAKE ANOTHER
REAL WORD.

0832

RAT
A. D
B. F
C. H

1105731
1105731
1105731
1105731

BUD

- A. V
- *B. N
- C. P

1105734
1105734
1105734
1105734

SIT

- A. M
- *B. P
- C. R

1105735
1105735
1105735
1105735

LFD

- A. K
- *B. T
- C. P

1105736
1105736
1105736
1105736

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF INITIAL CONSONANT SUBSTITUTION BY CHOOSING FROM A LIST OF THREE CONSONANTS THE ONE WHICH WILL GIVE ANOTHER REAL WORD. ITEMS WILL BE STRUCTURED SO THAT BOTH THE STIMULUS WORD AND THE NEW WORD ARE IN THE CHILD'S VOCABULARY. □ %06□

0826

DIRECTIONS-- READ EACH WORD AND THEN LOOK AT THE THREE LETTERS. IF YOU TAKE AWAY THE BEGINNING CONSONANT IN THE WORD, WHICH ONE OF THE CONSONANTS MAY YOU SUBSTITUTE IN ITS PLACE TO MAKE ANOTHER REAL WORD?

0832

TAN

- *A. R
- B. S
- C. G

1105729
1105729
1105729
1105729

BAD

- A. R
- *B. S
- C. G

1105730
1105730
1105730
1105730

HOT

- *A. C
- B. S
- C. R

1105731
1105731
1105731
1105731

RUN

- *A. S
- B. C
- C. M

1105732
1105732
1105732
1105732

SAME

- *A. C
- B. B
- C. R

1105900
1105900
1105900
1105900

RAN

- A. L
- *B. M
- C. S

1105901
1105901
1105901
1105901

BLENDS

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE SOUNDS OF STR, SPL, AND SHR BLENDS IN INITIAL POSITION BY SELECTING THE PROPER BLEND TO MAKE THREE REAL WORDS. %6

0005

CHOOSE THE BLEND THAT WILL MAKE THE WORDS COMPLETE.

0003

- A. SPR
- B. SPL
- C. STR
- D. SCR

***ASH *B

1106514

***INTER *B

1106515

***IT *B

1106516

CHOOSE THE BLEND THAT WILL MAKE THE WORDS COMPLETE.

- A. SPR
- B. STR
- C. SHR
- D. SCR

***INK *C

1106517

***IMP *C

1106518

***UG *C

1106519

THE STUDENT WILL RECOGNIZE TWO LETTER CONSONANT BLENDS WHEN PRESENTED A GIVEN LIST OF MONO-SYLLABIC BLEND AND NON-BLEND WORDS BY SAYING EACH BLEND AND THE WORD CONTAINING THAT BLEND. %15

0173

TEACHER WILL INSTRUCT CHILD TO READ THE WORDS SILENTLY SAYING EACH BLEND WORD AND THE BLEND CONTAINED IN THAT WORD.

0155

BLUE

- A. BL

1101485

1101485

COME

- A. NONE

1101490

1101490

LAST

- A. ST

1101491

1101491

BROWN

- A. BR

1101492

1101492

WANT

1101493

A. NONE	1101493
CROW	1101494
A. CR	1101494
DRESS	1101495
A. DR	1101495
FROM	1101496
A. FR	1101496
BOOK	1101497
A. NONE	1101497
COAT	1101498
A. NONE	1101498
GRASS	1101499
A. GR	1101499
LINE	1101500
A. NONE	1101500
GLAD	1101501
A. GL	1101501
TRUCK	1101502
A. TR	1101502
TIME	1101503
A. NONE	1101503

THE STUDENT WILL APPLY AN UNDERSTANDING OF CONSONANT BLENDS BY
SUPPLYING CONSONANT BLENDS IN INITIAL OR FINAL POSITIONS TO
FORM WORDS WHICH COMPLETE GIVEN SENTENCES. #10 0177

TEACHER WILL TELL CHILD-- IN EACH SENTENCE THERE IS A WORD WITH
MISSING LETTERS. THE MISSING LETTERS ARE BLENDS. READ EACH
SENTENCE TO YOURSELF, AND THEN FILL IN THE MISSING BLENDS. 0158

THE GIRL HAD A BLUE --ESS. 1101532
A. DR 1101532

THE --AIN WENT CHOO-CHOO. 1101533
A. TR 1101533

MOTHER WENT TO THE --ORE. 1101534
A. ST 1101534

SHE BOUGHT SOME MILK AND --EAD. 1101535
A. BR 1101535

I SAW A --OWN DOG. 1101536
A. BR 1101536

THEY WENT UP THE --AIRS. 1101537
A. ST 1101537

WE EAT SOUP WITH A --OON.
A. SP

1101538
1101538

YOU MU-- NOT DO THAT.
A. ST

1101539
1101539

WE SAT ON THE --ASS IN THE YARD.
A. GR

1101540
1101540

THE LEAF WAS --EFN.
A. GR

1101541
1101541

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF CONSONANT BLENDS BY
CORRECTLY SAYING THE TWO WORDS WHICH HAVE THE SAME BLEND WHEN
HEARING A GIVEN LIST OF THREE TWO-LETTER CONSONANT BLEND WORDS.
§100

0223

TEACHER WILL READ EACH GROUP OF THREE WORDS, INSTRUCTING THE
CHILD TO LISTEN AND SAY THE TWO WORDS WHICH HAVE THE SAME BLEND.

0204

BROWN, GLAD, BREAD
A. GLAD - BREAD
*B. BROWN - BREAD
C. BROWN - GLAD

1102043
1102043
1102043
1102043

TRUCK, TRAIN, BLUE
*A. TRUCK - TRAIN
B. TRAIN - BLUE
C. BLUE - TRUCK

1102044
1102044
1102044
1102044

CROW, STAIR, STONE
*A. STAIR - STONE
B. STAIR - CROW
C. STONE - CROW

1102045
1102045
1102045
1102045

DRESS, DRAIN, TRAIN
A. TRAIN - DRAIN
B. DRESS - TRAIN
*C. DRESS - DRAIN

1102046
1102046
1102046
1102046

GLASS, BLUE, BLACK
A. GLASS - BLUE
*B. BLUE - BLACK
C. BLACK - GLASS

1102047
1102047
1102047
1102047

SPOON, STONE, SPEAR
*A. SPOON - SPEAR
B. STONE - SPEAR
C. SPOON - STONE

1102048
1102048
1102048
1102048

FROG, FRUIT, FAN
*A. FROG - FRUIT
B. FRUIT - FAN
C. FAN - FROG

1102049
1102049
1102049
1102049

GREEN, GREW, GLASS
*A. GREEN - GREW
B. GREW - GLASS

1102050
1102050
1102050

C. GLASS - GREEN

1102050

STATE. SEW. STORE

1102051

A. STATE - SEW

1102051

B. SEW - STORE

1102051

*C. STATE - STORE

1102051

MUST. BEST. YET

1102052

*A. MUST - BEST

1102052

B. BEST - YET

1102052

C. YET - MUST

1102052

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF LETTER SYMBOLS FOR
CONSONANT BLENDS BY CHOOSING FROM A GROUP OF THREE BLENDS THE ONE
WITH WHICH THE GIVEN PICTURE BEGINS. #02

0823

DIRECTIONS - SAY THE NAME OF THE PICTURE. CHOOSE THE BLEND WITH
WHICH THE WORD BEGINS.

0829

PICTURE OF A TREE

1105722

*A. TR

1105722

B. PR

1105722

C. GR

1105722

PICTURE OF STRING

1105723

*A. STR

1105723

B. SPR

1105723

C. SM

1105723

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF CONSONANT BLEND
SUBSTITUTION BY CHOOSING FROM A GROUP OF THREE CONSONANT BLENDS
THE ONE WHICH WILL MAKE ANOTHER REAL WORD WHEN SUBSTITUTED FOR
THE CONSONANT BLEND IN THE GIVEN WORD. #15

0837

DIRECTIONS-- READ THE WORD IN EACH ROW. IF YOU TAKE AWAY THE CON-
SONANT BLEND, WHICH OF THE OTHER THREE BLENDS CAN YOU USE TO
MAKE ANOTHER REAL WORD?

0843

BROWN

1105802

*A. CL

1105802

B. GL

1105802

C. SL

1105802

BRAIN

1105803

A. FR

1105803

*B. TR

1105803

C. PR

1105803

GRASS

1105804

A. FR

1105804

B. FL

1105804

*C. BR

1105804

BLAME

1105805

*A. FR

1105805

B. GR
C. GL

1105805
1105805

CLAY
*A. TR
B. BL
C. GL

1105806
1105806
1105806
1105806.

BLOCK
*A. CL
B. BR
C. PL

1105807
1105807
1105807
1105807

PLATE
A. GL
*B. CR
C. BL

1105808
1105808
1105808
1105808

CRATE
A. BR
*B. SL
C. PR

1105809
1105809
1105809
1105809

BRUSH
*A. CR
B. GR
C. SP

1105810
1105810
1105810
1105810

BRUSH
A. SQ
*B. SL
C. SN

1105811
1105811
1105811
1105811

PLATE
*A. SL
B. CL
C. BR

1105812
1105812
1105812
1105812

SWING
A. GR
B. TR
*C. ST

1105813
1105813
1105813
1105813

GRAPES
A. SL
*B. DR
C. TR

1105814
1105814
1105814
1105814

STOOL
A. FR
B. TR
*C. SP

1105815
1105815
1105815
1105815

GLOW
*A. SL
B. TR
C. SP

1105816
1105816
1105816
1105816

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF CONSONANT BLENDS AND DIGRAPHS BY CHOOSING A BLEND OR DIGRAPH FROM THE LIST WHICH COMPLETES THE NAME OF THE PICTURE. #03

0862

DIRECTIONS-- LOOK AT THE PICTURE IN THE BOX. THEN CHOOSE THE BLEND ON THE LIST WHICH WILL COMPLETE THE WORD FOR THE PICTURE.

0866

PICTURE OF A BROOM

---OOM

- A. TR
- B. FR
- *C. BR

1105949
1105949
1105949
1105949

PICTURE OF A CHURCH

CHUR--

- A. SH
- *B. CH
- C. TH

1105950
1105950
1105950
1105950

PICTURE OF A WHEEL

--EEL

- *A. WH
- R. BR
- C. SK

1105951
1105951
1105951
1105951

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE LETTER-SOUND ASSOCIATIONS OF BEGINNING CONSONANT BLENDS FROM A GIVEN SET OF WORDS BY CHOOSING THE ONE WORD IN EACH SET SPOKEN BY THE TEACHER. #23

0974

ORAL DIRECTIONS-- FOR EACH BOX, I AM GOING TO SAY A WORD. YOU ARE TO CHOOSE THE WORD I SAY.

0938

TEACHER SAYS - CRACK

- *A. CRACK
- B. SHACK
- C. SLACK

1106952
1106952
1106952
1106952

TEACHER SAYS - SNAKE

- A. BRAKE
- *B. SNAKE
- C. FLAKE

1106953
1106953
1106953
1106953

TEACHER SAYS - PLAY

- A. CLAY
- *B. PLAY
- C. TRAY

1106954
1106954
1106954
1106954

TEACHER SAYS - STRAP

- A. FLAP
- B. SLAP
- *C. STRAP

1106955
1106955
1106955
1106955

TEACHER SAYS - SMUG

- A. CHUG
- B. DRUG
- *C. SMUG

1106956
1106956
1106956
1106956

TEACHER SAYS - THANK

- *A. PRANK
- C. CRANK

1106957
1106957
1106957

*C. THANK	1106957
TEACHER SAYS - BLOT	1106958
A. TROT	1106958
B. SHOT	1106958
*C. BLOT	1106958
TEACHER SAYS - CHECK	1106959
*A. CHECK	1106959
B. BRICK	1106959
C. STICK	1106959
TEACHER SAYS - DRAG	1106960
A. SNAG	1106960
*B. DRAG	1106960
C. FLAG	1106960
TEACHER SAYS - FRAIL	1106961
*A. FRAIL	1106961
B. TRAIL	1106961
C. SNAIL	1106961
TEACHER SAYS - GRAIN	1106962
A. PLAIN	1106962
*B. GRAIN	1106962
C. TRAIN	1106962
TEACHER SAYS - SCAT	1106963
A. BRAT	1106963
B. FLAT	1106963
*C. SCAT	1106963
TEACHER SAYS - SLUMP	1106964
A. CHUMP	1106964
B. PLUMP	1106964
*C. SLUMP	1106964
TEACHER SAYS - FLAME	1106966
A. BLAME	1106966
B. FRAME	1106966
*C. FLAME	1106966
TEACHER SAYS - SKILL	1106967
A. DRILL	1106967
B. SPILL	1106967
*C. SKILL	1106967
TEACHER SAYS - SPUNK	1106968
A. DRUNK	1106968
*B. SPUNK	1106968
C. TRUCK	1106968
TEACHER SAYS - SWELL	1106969
A. SHELL	1106969
*B. SWELL	1106969
C. SPELL	1106969
TEACHER SAYS - SLIT	1106970
A. GRIT	1106970
B. FLIT	1106970
*C. SLIT	1106970

TEACHER SAYS - TRIM

1106971

*A. TRIM

1106971

B. SLIM

1106971

*C. GRIM

1106971

TEACHER SAYS - CLEAR

1106972

A. SPEAR

1106972

B. SMEAR

1106972

*C. CLEAR

1106972

TEACHER SAYS - SHOP

1106973

A. FLOP

1106973

*B. SHOP

1106973

C. DROP

1106973

TEACHER SAYS - GLAND

1106974

A. BRAND

1106974

*B. GLAND

1106974

C. GRAND

1106974

TEACHER SAYS - WHEAT

1106975

A. CHEAT

1106975

B. TREAT

1106975

*C. WHEAT

1106975

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE SOUND OF *SQU*,
SCR, *SPR*, AND *THR* BLENDS BY IDENTIFYING A BLEND IN A WORD
PRONOUNCED BY THE TEACHER. %40

0002

CHOOSE THE BLEND YOU THINK THE TEACHER SAYS.

0002

TEACHER SAYS *SQUASH*

1100008

A. SKE

1100008

B. SWU

1100008

C. STR

1100008

*D. SQU

1100008

TEACHER SAYS *SCREEN*

1100009

A. SKO

1100009

B. SPR

1100009

*C. SCR

1100009

D. STR

1100009

TEACHER SAYS *SPRING*

1100010

A. STR

1100010

*B. SPR

1100010

C. SQU

1100010

D. THR

1100010

TEACHER SAYS *THREW*

1100011

A. THO

1100011

B. STR

1100011

C. SPR

1100011

*D. THR

1100011

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF SQU, SCR, SPR, AND
THR BLENDS BY CHOOSING THE BLEND TO MAKE THREE REAL WORDS. %4n

0006

CHOOSE THE BLEND THAT WILL MAKE THE WORDS COMPLETE.

0003

- A. SPR
- B. SCR
- C. SQU
- D. THR

***FAM *B

1106521

***APE *B

1106522

***AP *B

1106523

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THREE-LETTER
CONSONANT BLENDS IN THE INITIAL POSITION BY SELECTING THE BLEND
THAT CORRECTLY COMPLETES A GIVEN PARTIAL WORD. %8n

0079

CHOOSE THE THREE LETTER BLEND TO CORRECTLY COMPLETE THE WORD.

0088

EAD

- *A. THR
- B. SPL
- C. SCH

1100322

1100322

1100322

1100322

ATCH

- A. SPR
- *B. SCR
- C. THR

1100323

1100323

1100323

1100323

AYED

- A. THR
- B. SCR
- *C. SPR

1100324

1100324

1100324

1100324

INK

- *A. SHR
- B. THR
- C. SCR

1100325

1100325

1100325

1100325

OOL

- *A. SCH
- B. THR
- C. SPR

1100326

1100326

1100326

1100326

OW

- A. SHR
- B. SPL
- *C. THR

1100327

1100327

1100327

1100327

INT

- A. SCH
- *B. SPL
- C. THR

1100328

1100328

1100328

1100328

OUGH

1100329

A. SCH
B. SPL
*C. THR

1100329
1100329
1100329

THE STUDENT WILL RECOGNIZE THREE LETTER CONSONANT BLENDS WHEN PRESENTED A GIVEN LIST OF MONO-SYLLABIC BLEND AND NON-BLEND WORDS BY SAYING EACH BLEND AND THE WORD CONTAINING THAT BLEND. %10

0174

TEACHER WILL INSTRUCT CHILD TO READ THE WORDS SILENTLY SAYING THE BLEND CONTAINED IN THAT WORD.

0155

STREET

1101504

A. STR

1101504

MADE

1101505

A. NONE

1101505

WORD

1101506

A. NONE

1101506

SQUIRREL

1101507

A. SQU

1101507

SPLASH

1101508

A. SPL

1101508

THROW

1101509

A. THR

1101509

COULD

1101510

A. NONE

1101510

FOUR

1101511

A. NONE

1101511

STRAW

1101512

A. STR

1101512

THREE

1101513

A. THR

1101513

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE SEVEN *R* BLENDS IN INITIAL POSITION BY CORRECTLY MATCHING A BLEND TO AN ENDING THAT MAKES A REAL WORD. %7

0001

CHOOSE THE WORD ENDING THAT FITS WITH A BLEND TO MAKE A REAL WORD.

0001

BR

1100001

A. ANKET

1100001

*B. OTHER

1100001

C. URGLAR

1100001

D. USHEL

1100001

- A. ICE
- B. OUD
- C. OM
- *D. AY

1100002
1100002
1100002
1100002

FR

- A. OUD
- B. OTHER
- *C. OM
- D. ATHER

1100003
1100003
1100003
1100003
1100003

FR

- A. USHEL
- B. OGRAM
- *C. EE
- D. USH

1100004
1100004
1100004
1100004
1100004

CR

- A. ICE
- *B. ACK
- C. OTHER
- D. EE

1100005
1100005
1100005
1100005
1100005

PR

- A. ACK
- *B. ESSING
- C. IGH
- D. OCK

1100006
1100006
1100006
1100006
1100006

DR

- A. ACK
- *B. UM
- C. OCK
- D. AN

1100007
1100007
1100007
1100007
1100007

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISCRIMINATE BETWEEN THE INITIAL BLENDS *PL* AND *SL* BY WRITING THE BLEND HE HEARS AT THE BEGINNING OF THE NAME OF A GIVEN PICTURE. %10

0348

DIRECTIONS - LOOK AT THE PICTURE. SAY ITS NAME TO YOURSELF. DECIDE WHICH BLEND IT BEGINS WITH, *PL* OR *SL*, AND CHOOSE THE CORRECT BLEND.

0290

PLANT

- *A. *PL*
- B. *SL*

1103791
1103791
1103791

PLANE

- *A. *PL*
- B. *SL*

1103792
1103792
1103792

SLED

- A. *PL*
- *B. *SL*

1103793
1103793
1103793

PLATE

- *A. *PL*
- B. *SL*

1103794
1103794
1103794

SLATE		1103795
A. *PL*		1103795
*B. *SL*		1103795
PLow		1103796
*A. *PL*		1103796
B. *SL*		1103796
SLIPPER		1103797
A. *PL*		1103797
*B. *SL*		1103797
PLANK		1103798
*A. *PL*		1103798
B. *SL*		1103798
SLEEP		1103799
A. *PL*		1103799
*B. *SL*		1103799
SLAVE		1103800
A. *PL*		1103800
*B. *SL*		1103800

GIVEN A PARTIAL WORD, THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF FINAL CONSONANT BLEND SOUNDS BY SELECTING THE CORRECT CONSONANT BLEND TO COMPLETE THE WORD. #8 0078

CHOOSE THE CONSONANT BLEND THAT CORRECTLY COMPLETES THE WORD. 0087

HA-- 314

*A. ND	
B. NT	
C. MP	

HE-- 1100315

A. NG	1100315
*B. LD	1100315
C. ND	1100315

RI-- 1100316

A. LD	1100316
*B. NG	1100316
C. NT	1100316

RII-- 1100317

A. NT	1100317
B. NG	1100317
*C. ED	1100317

CLA-- 1100318

*A. MP	1100318
B. ST	1100318
C. ND	1100318

FIR-- 1100319

A. SP	1100319
-------	---------

B. ND
*C. ST

1100319
1100319

CLA--

A. ND
*B. SP
C. NT

1100320
1100320
1100320
1100320

FRIE--

A. NT
B. ST
*C. ND

1100321
1100321
1100321
1100321

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE SOUNDS OF INITIAL
CONSONANT BLENDS BY CHOOSING FROM A LIST THE BLEND WHICH IS THE
BLEND SOUND IN A WORD SPOKEN BY THE TEACHER. %02

0854

LOOK AT THE LIST OF BLENDS ON YOUR PAPER AND CHOOSE THE BLEND
WHICH HAS THE SAME SOUND AS THE BLEND IN THE WORD *BLACK*.

1105902
1105902
1105902
1105902
1105902
1105902
1105902

A. TR
B. GL
C. FR
D. FL
*E. BL

CHOOSE THE BLEND WHICH HAS THE SAME SOUND AS THE BLEND IN THE
WORD *GLASS*.

1105903
1105903
1105903
1105903
1105903
1105903
1105903

*A. GL
B. TR
C. SP
D. ST
E. DR

THE STUDENT WILL RECOGNIZE THE SOUNDS OF HARD C %K% AND THE SOFT
C %S% BY CHOOSING WORDS CONTAINING ONE OF THE DESIGNATED FORMS.
%2

0008

CHOOSE THE WORD CONTAINING A HARD *C* WHICH HAS THE *K* SOUND.

0005

A. RACE
B. CEILING
C. KITCHEN
*D. CUR

1100031
1100031
1100031
1100031

CHOOSE THE WORD CONTAINING A SOFT *C* THAT SOUNDS LIKE THE LETTER
S.

0006

A. COME
B. MAGIC
*C. ICE
D. CORN

1100032
1100032
1100032
1100032

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE HARD AND SOFT
SOUND OF *C* BY IDENTIFYING EACH IN A GIVEN LIST OF WORDS. %12

0741

LOOK AT THE LIST OF WORDS. INDICATE WHETHER THE WORD HAS A HARD
C OR A SOFT *C* SOUND.

0748

CITY

- A. HARD *C*
- *B. SOFT *C*

1104300
1104300
1104300

NANCY

- A. HARD *C*
- *B. SOFT *C*

1104301
1104301
1104301

CENT

- A. HARD *C*
- *B. SOFT *C*

1104302
1104302
1104302

CAT

- *A. HARD *C*
- R. SOFT *C*

1104303
1104303
1104303

CELL

- A. HARD *C*
- *B. SOFT *C*

1104304
1104304
1104304

MERCY

- A. HARD *C*
- *B. SOFT *C*

1104305
1104305
1104305

FANCY

- A. HARD *C*
- *B. SOFT *C*

1104306
1104306
1104306

COT

- *A. HARD *C*
- B. SOFT *C*

1104307
1104307
1104307

PRICE

- A. HARD *C*
- *B. SOFT *C*

1104308
1104308
1104308

CAR

- *A. HARD *C*
- B. SOFT *C*

1104309
1104309
1104309

CALL

- *A. HARD *C*
- B. SOFT *C*

1104310
1104310
1104310

COW

- *A. HARD *C*
- B. SOFT *C*

1104311
1104311
1104311

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE SOUND OF THE HARD
C WITHIN WORDS BY IDENTIFYING THE SOUND WHEN HE HEARS IT,
WITH A *YES* OR *NO* RESPONSE, WHEN A LIST OF WORDS IS READ TO
HIM, ONE WORD AT A TIME. %15

0297

DIRECTIONS - I AM GOING TO READ A LIST OF WORDS TO YOU. I WANT YOU TO LISTEN FOR THE HARD *C* SOUND. SOME OF THE WORDS HAVE THE HARD *C* SOUND AND OTHERS DO NOT HAVE THAT SOUND. AS I SAY EACH WORD, ANSWER *YES* IF YOU HEAR THE HARD *C* SOUND AND *NO* IF YOU DO NOT HEAR THE HARD *C* SOUND.

0240

ICY

A. NO

1102933

1102933

CURVE

A. YES

1102934

1102934

ACTOR

A. YES

1102935

1102935

CENTER

A. NO

1102936

1102936

DISTANCE

A. NO

1102937

1102937

CORNER

A. YES

1102938

1102938

PICNIC

A. YES

1102939

1102939

CYLINDER

A. NO

1102940

1102940

REDUCE

A. NO

1102941

1102941

ADVANCE

A. NO

1112942

1112942

EXCITED

A. NO

1102943

1102943

CLIMATE

A. YES

1102944

1102944

COUGH

A. YES

1102945

1102945

DECORATE

A. YES

1102946

1102946

TERRIFIC

A. YES

1102947

1102947

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE SOUND OF THE SOFT *C* WITHIN WORDS BY IDENTIFYING THE SOUND WHEN HE HEARS IT, WITH A *YES* OR *NO* RESPONSE, WHEN A LIST OF WORDS IS READ TO HIM, ONE WORD AT A TIME. *13n

0298

DIRECTIONS-- I AM GOING TO READ A LIST OF WORDS TO YOU. I WANT

YOU TO LISTEN FOR THE SOFT *C* SOUND. SOME OF THE WORDS HAVE A SOFT *C* SOUND AND OTHERS DO NOT HAVE THAT SOUND. AS I SAY EACH WORD, ANSWER *YES* IF YOU HEAR THE SOFT *C* SOUND AND *NO* IF YOU DO NOT HEAR THE SOFT *C* SOUND.

RECITE		
A. YES		1102948
		1102948
CLIMATE		
A. NO		1102949
		1102949
COLUMN		
A. NO		1102950
		1102950
FANCY		
A. YES		1102951
		1102951
CURTAIN		
A. NO		1102953
		1102953
ATOMIC		
A. NO		1102954
		1102954
CIDER		
A. YES		1102955
		1102955
PRINCIPAL		
A. YES		1102956
		1102956
ELECTRIC		
A. NO		1102957
		1102957
OUNCE		
A. YES		1102958
		1102958
PEACEFUL		
A. YES		1102959
		1102959
COIN		
A. NO		1102960
		1102960
ACROBAT		
A. NO		1102961
		1102961

THE STUDENT WILL RECOGNIZE THE DIFFERENCE BETWEEN THE HARD *G* AND SOFT *G* SOUNDS WHEN GIVEN A LIST OF WORDS BY IDENTIFYING THE SOUND IN EACH WORD. \$150

0220

DIRECTIONS-- READ EACH WORD. LIST EACH WORD UNDER THE *G* IF IT HAS A HARD *G* SOUND OR UNDER *J* IF IT HAS A SOFT *G* SOUND.

0201

GATE
*A. HARD *G*
B. SOFT *G*

1102003
1102003
1102003

PAGE
A. HARD *G*
B. SOFT *G*

1102004
1102004
1102004

TAG
*A. HARD *G*
*B. SOFT *G*

1102005
1102005
1102005

GFT
*A. HARD *G*
*B. SOFT *G*

1102006
1102006
1102006

GEM
*A. HARD *G*
*B. SOFT *G*

1102007
1102007
1102007

GIANT
*A. HARD *G*
*B. SOFT *G*

1102008
1102008
1102008

GOES
*A. HARD *G*
*B. SOFT *G*

1102009
1102009
1102009

GOOD
*A. HARD *G*
*B. SOFT *G*

1102010
1102010
1102010

GONE
*A. HARD *G*
*B. SOFT *G*

1102011
1102011
1102011

WAGE
*A. HARD *G*
*B. SOFT *G*

1102012
1102012
1102012

ANGEL
*A. HARD *G*
*B. SOFT *G*

1102013
1102013
1102013

GAME
*A. HARD *G*
*B. SOFT *G*

1102014
1102014
1102014

CAGE
*A. HARD *G*
*B. SOFT *G*

1102015
1102015
1102015

EGG
*A. HARD *G*
*B. SOFT *G*

1102016
1102016
1102016

AGE
*A. HARD *G*
*B. SOFT *G*

1102017
1102017
1102017

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE SOUND OF THE HARD
G WITHIN WORDS BY IDENTIFYING THE SOUND WHEN HE HEARS IT.
WITH A *YES* OR *NO* RESPONSE, WHEN A LIST OF WORDS IS READ TO
HIM, ONE WORD AT A TIME. *15*

0300

DIRECTIONS - I AM GOING TO READ A LIST OF WORDS TO YOU. I WANT YOU TO LISTEN FOR THE HARD *G* SOUND. SOME OF THE WORDS HAVE THE HARD *G* SOUND AND OTHERS DO NOT HAVE THAT SOUND. AS I SAY EACH WORD, ANSWER *YES* IF YOU HEAR THE HARD *G* SOUND AND *NO* IF YOU DO NOT HEAR THE HARD *G* SOUND.

0243

WIGGLE
A. YES

1102978
1102978

SUGAR
A. YES

1102979
1102979

CAGE
A. NO

1102980
1102980

AUGUST
A. YES

1102981
1102981

JUDGE
A. NO

1102982
1102982

GYM
A. NO

1102983
1102983

GLOVE
A. YES

1102984
1102984

AGREE
A. YES

1102985
1102985

CABBAGE
A. NO

1102986
1102986

GATHER
A. YES

1102987
1102987

MAGIC
A. NO

1102988
1102988

ANGLE
A. YES

1102989
1102989

AGAIN
A. YES

1102990
1102990

ORGAN
A. YES

1102991
1102991

PASSENGER
A. NO

1102992
1102992

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE SOUND OF THE SOFT *G* WITHIN WORDS BY IDENTIFYING THE SOUND WHEN HE HEARS IT, WITH A *YES* OR *NO* RESPONSE, WHEN A LIST OF WORDS IS READ TO HIM, ONE WORD AT A TIME. \$15

0301

DIRECTIONS - I AM GOING TO READ A LIST OF WORDS TO YOU. I WANT YOU TO LISTEN FOR THE SOFT *G* SOUND. SOME OF THE WORDS HAVE THE

0244

SOFT *G* SOUND AND OTHERS DO NOT HAVE THAT SOUND. AS I SAY EACH WORD, ANSWER *YES* IF YOU HEAR THE SOFT *G* SOUND AND *NO* IF YOU DO NOT HEAR THE SOFT *G* SOUND.

CHARGE

A. YES

1102993
1102993

COURAGE

A. YES

1102994
1102994

PILGRIMS

A. NO

1102995
1102995

GROUP

A. NO

1102996
1102996

RFGUN

A. NO

1102997
1102997

MAGIC

A. YES

1102998
1102998

STRANGER

A. YES

1102999
1102999

GUEST

A. NO

1103000
1103000

MANAGER

A. YES

1103001
1103001

FIGURE

A. NO

1103002
1103002

PROGRAM

A. NO

1103003
1103003

LEGEND

A. YES

1103004
1103004

GENERALLY

A. YES

1103005
1103005

ENERGY

A. YES

1103006
1103006

GLORY

A. NO

1103007
1103007

DIGRAPHS

THE STUDENT WILL RECOGNIZE CONSONANT DIGRAPHS *TH*, *CH*, AND *SH* BY SAYING EACH CONSONANT DIGRAPH AND WORD CONTAINING THE

0175

DIGRAPH WHEN PRESENTED A GIVEN LIST OF MONO-SYLLABIC DIGRAPH AND NON-DIGRAPH WORDS. %10

TEACHER WILL INSTRUCT CHILD TO READ SILENTLY THE LIST OF WORDS SAYING ALOUD EACH CONSONANT DIGRAPH WORD AND THE DIGRAPH CONTAINED IN THAT WORD.

0156

TELL
A. NONE

1101514
1101514

THEM
A. TH

1101515
1101515

CHILD
A. CH

1101516
1101516

HERE
A. NONE

1101518
1101518

WISH
A. SH

1101519
1101519

FOUND
A. NONE

1101520
1101520

WITCH
A. CH

1101521
1101521

WITH
A. TH

1101522
1101522

JUMP
A. NONE

1101523
1101523

SHOW
A. SH

1101524
1101524

THE STUDENT WILL APPLY HIS UNDERSTANDING OF CONSONANT DIGRAPHS BY SUPPLYING CONSONANT DIGRAPHS IN INITIAL OR FINAL POSITIONS TO FORM WORDS WHICH COMPLETE GIVEN SENTENCES. %10

0178

TEACHER WILL TELL CHILD-- IN EACH SENTENCE THERE IS A WORD WITH MISSING LETTERS. READ EACH SENTENCE TO YOURSELF, AND THEN FILL IN THE MISSING LETTERS.

0159

WE WENT WI-- THEM.
A. TH

1101542
1101542

THE --ILDREN ARE PLAYING.
A. CH

1101543
1101543

I WANT --OSE BOOKS.
A. TH

1101544
1101544

WE WEAR --OFS ON OUR FEET.
A. SH

1101545
1101545

FI-- SWIMS IN WATER.

1101546

A. SH	1101546
ON SUNDAY WE WENT TO --URCH.	1101547
A. CH	1101547
I WANT --AT BOOK.	1101548
A. TH	1101548
MY MO--ER AND I READ TOGETHER.	1101549
A. TH	1101549
PUT THE COOKIES ON A DI--.	1101550
A. SH	1101550
MY TEA--ER IS AT SCHOOL.	1101551
A. CH	1101551

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INDICATE THE CONSONANT DIGRAPH BEGINNINGS OF WORD-PICTURES BY CHOOSING THE CORRECT PICTURE BEGINNING WITH *CH*, *SH*, *TH*, OR *WH* AS THE TEACHER DESIGNATES EACH DIGRAPH. %30

0361

IN THE FIRST ROW MARK THE PICTURE THAT BEGINS WITH *CH*.	1103913
A. COW	1103913
*B. CHURCH	1103913
C. CAT	1103913

IN THE SECOND ROW MARK THE PICTURE THAT BEGINS WITH *SH*.	1103914
A. BOAT	1103914
B. FAN	1103914
*C. SHIP	1103914

IN THE THIRD ROW MARK THE PICTURE THAT BEGINS WITH *TH*.	1103915
*A. THUMB	1103915
B. SHELL	1103915
C. BAT	1103915

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF CONSONANT DIGRAPHS BY CHOOSING FROM A GROUP OF THREE DIGRAPHS THE ONE WHICH IS MISSING IN THE NAME OF THE GIVEN PICTURE. %030

0825

DIRECTIONS - SAY THE NAME OF THE PICTURE. CHOOSE THE MISSING CONSONANT DIGRAPH.

0831

PICTURE OF THUMB	--UMB	1105726
A. CH		1105726
*B. TH		1105726
C. WH		1105726

PICTURE OF FISH	FI--	1105727
A. CH		1105727
*B. SH		1105727
C. TH		1105727

PICTURE OF BLOCK	BLO--	1105728
------------------	-------	---------

- *A. CK
- B. CH
- C. SH

1105728
1105728
1105728

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF FINAL CONSONANT DIGRAPHS *CH*, *SH*, *TH*, AND *WH* BY CHOOSING THE DIGRAPH THAT WOULD FORM A REAL WORD WHEN COMBINED WITH THE GIVEN LETTERS.
%030

0858

DIRECTIONS-- CHOOSE THE DIGRAPH IN THE LIST THAT COULD BE JOINED TO THE GIVEN LETTERS TO MAKE A REAL WORD.

0863

DI--

- *A. SH
- B. TH
- C. WH

1105925
1105925
1105925
1105925

CAJ--

- A. TH
- B. WH
- *C. CH

1105926
1105926
1105926
1105926

FOUR--

- *A. TH
- B. SH
- C. CH

1105927
1105927
1105927
1105927

THE STUDENT WILL RECOGNIZE THE LETTER SYMBOLS OF FINAL CONSONANT DIGRAPH SOUNDS BY CHOOSING THE CORRECT LETTERS TO MAKE REAL WORDS TO COMPLETE A SENTENCE. %40

0033

CHOOSE THE RIGHT ENDING.

33

MOTHER USUALLY DOES THE WA-- ON MONDAY.

- A. ST
- B. CH
- C. NG
- *D. SH

1100095
1100095
1100095
1100095
1100095

YOU SHOULD COVER YOUR MOU-- WHEN COUGHING.

- A. SH
- B. NG
- *C. TH
- D. ST

1100096
1100096
1100096
1100096
1100096

I ATE SOUP FOR LUN--.

- A. SH
- *B. CH
- C. TH
- D. ST

1100097
1100097
1100097
1100097
1100097

DID YOU HEAR THE BELL RI--0

- A. ND
- B. NE
- *C. NG

1100098
1100098
1100098
1100098

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF FINAL CONSONANT DIGRAPH SOUNDS BY SELECTING A PICTURE OF A WORD CONTAINING THOSE SOUNDS.

0034

%1d

CHOOSE THE PICTURE CONTAINING ONE OF THESE ENDING SOUNDS, *SH*, *TH*, *CH*, *NG*.

0034

- A. PICTURE OF A BONE
- B. PICTURE OF A CUP
- *C. PICTURE OF A RING
- D. PICTURE OF A HAND

1100099

1100099

1100099

1100099

GIVEN A PARTIAL WORD, THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF FINAL CONSONANT DIGRAPHS BY SELECTING THE CORRECT DIGRAPH TO COMPLETE THE WORD. %8d

0082

CHOOSE THE CORRECT FINAL CONSONANT DIGRAPH TO COMPLETE THE WORD.

0090

PEA--

- A. SH
- B. NG
- *C. CH

1100346

1100346

1100346

1100346

BRU--

- A. CH
- *B. SH
- C. WH

1100347

1100347

1100347

1100347

GROW--

- A. NG
- B. SH
- *C. TH

1100348

1100348

1100348

1100348

FLA--

- *A. SH
- B. NG
- C. WH

1100349

1100349

1100349

1100349

WHI--

- A. TH
- *B. CH
- C. SH

1100350

1100350

1100350

1100350

SWI--

- A. WH
- *B. NG
- C. CH

1100351

1100351

1100351

1100351

SOU--

- A. CH
- B. NG
- *C. TH

1100352

1100352

1100352

1100352

POU--

*A. CH
B. SH
C. NG

1100353
1100353
1100353
1100353

THE STUDENT WILL RECOGNIZE THE FIVE FINAL CONSONANT DIGRAPH
SOUNDS BY SAYING THE LETTER NAMES OF SOUNDS HE HEARS AT
THE END OF WORDS PRONOUNCED BY THE TEACHER. %15

0126

THE TEACHER WILL PRONOUNCE A WORD AND THE CHILD WILL RESPOND BY
SAYING THE LETTER NAMES OF THE FINAL DIGRAPH SOUND.

0110

TEACHER SAYS, CHURCH.

A. CHILD SAYS, *CH*.

1100699

1100699

TEACHER SAYS, WISH.

A. CHILD SAYS, *SH*.

1100700

1100700

TEACHER SAYS, WITH.

A. CHILD SAYS, *TH*.

1100701

1100701

TEACHER SAYS, SING.

A. CHILD SAYS, *NG*.

1100702

1100702

TEACHER SAYS, THINK.

A. CHILD SAYS, *NK*.

1100703

1100703

TEACHER SAYS, REACH.

A. CHILD SAYS, *CH*.

1100704

1100704

TEACHER SAYS, SPRANG.

A. CHILD SAYS, *NG*.

1100705

1100705

TEACHER SAYS, BIRTH.

A. CHILD SAYS, *TH*.

1100706

1100706

TEACHER SAYS, PLANK.

A. CHILD SAYS, *NK*.

1100707

1100707

TEACHER SAYS, FISH.

A. CHILD SAYS, *SH*.

1100708

1100708

TEACHER SAYS, MIRTH.

A. CHILD SAYS, *TH*.

1100709

1100709

TEACHER SAYS, SONG.

A. CHILD SAYS, *NG*.

1100710

1100710

TEACHER SAYS, PEACH.

A. CHILD SAYS, *CH*.

1100711

1100711

TEACHER SAYS, WASH.

A. CHILD SAYS, *SH*.

1100712

1100712

TEACHER SAYS, MINK.

A. CHILD SAYS, *NK*.

1100713

1100713

THE STUDENT DEMONSTRATES HIS ABILITY TO DISTINGUISH THE FINAL CONSONANT DIGRAPHS CH, SH, TH, NG FROM ONE ANOTHER WITHIN WORDS BY ORALLY RESPONDING CH, SH, TH, OR NG WHEN A LIST OF WORDS IS READ TO HIM, ONE WORD AT A TIME. %12n

0327

DIRECTIONS - I AM GOING TO READ A LIST OF WORDS TO YOU. I WANT YOU TO LISTEN FOR THE CH, SH, TH, OR NG SOUND AT THE END OF EACH WORD. YOU TELL ME THE SOUND YOU HAVE HEARD, AFTER I SAY THE WORD.

0269

RICH

1103408

A. CH

1103408

MUSH

1103409

A. SH

1103409

BATH

1103410

A. TH

1103410

STRING

1103411

A. NG

1103411

SING

1103412

A. NG

1103412

RANCH

1103413

A. CH

1103413

REACH

1103414

A. CH

1103414

CATCH

1103415

A. CH

1103415

DISH

1103416

A. SH

1103416

BRING

1103417

A. NG

1103417

SOUTH

1103418

A. TH

1103418

CLASH

1103419

A. SH

1103419

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE CONSONANT DIGRAPHS AT THE END OF WORDS BY INDICATING WHETHER OR NOT A WORD ENDS WITH A CONSONANT DIGRAPH IN A GIVEN LIST OF WORDS. %15n

0979

ORAL DIRECTIONS - INDICATE WHETHER THE WORD ENDS WITH A CONSONANT DIGRAPH. REMEMBER DIGRAPHS ARE COMBINATIONS OF TWO LETTERS WHICH RESULT IN ONE SPEECH SOUND. THE SOUND HEARD IS NOT A BLEND OF THE TWO LETTERS INVOLVED, BUT IS A COMPLETELY NEW SOUND.

0951

DISH

1107069

*A. DIGRAPH

1107069

R. NO DIGRAPH	1107069
LAST	
A. DIGRAPH	1107070
*B. NO DIGRAPH	1107070
	1107070
SANG	
*A. DIGRAPH	1107071
B. NO DIGRAPH	1107071
	1107071
DESK	
A. DIGRAPH	1107072
*B. NO DIGRAPH	1107072
	1107072
FIND	
A. DIGRAPH	1107073
*B. NO DIGRAPH	1107073
	1107073
GONG	
*A. DIGRAPH	1107074
B. NO DIGRAPH	1107074
	1107074
PICK	
*A. DIGRAPH	1107075
B. NO DIGRAPH	1107075
	1107075
JET	
A. DIGRAPH	1107076
*B. NO DIGRAPH	1107076
	1107076
DITCH	
*A. DIGRAPH	1107077
B. NO DIGRAPH	1107077
	1107077
PRESENT	
A. DIGRAPH	1107078
*B. NO DIGRAPH	1107078
	1107078
PATH	
*A. DIGRAPH	1107079
B. NO DIGRAPH	1107079
	1107079
TRAIN	
A. DIGRAPH	1107080
*B. NO DIGRAPH	1107080
	1107080
TANK	
*A. DIGRAPH	1107081
B. NO DIGRAPH	1107081
	1107081
FRY	
A. DIGRAPH	1107082
*B. NO DIGRAPH	1107082
	1107082
RUSH	
*A. DIGRAPH	1107083
B. NO DIGRAPH	1107083
	1107083

GIVEN A PARTIAL WORD, THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF INITIAL CONSONANT DIGRAPHS BY SELECTING THE CORRECT DIGRAPH TO COMPLETE THE WORD. %80

0081

CHOOSE THE CORRECT CONSONANT DIGRAPH TO COMPLETE THE WORD.

0089

E ESE

- *A. CH
- B. WH
- C. SH

1100338
1100338
1100338
1100338

E LL

- A. CH
- B. WH
- *C. SH

1100339
1100339
1100339
1100339

E CK

- *A. CH
- B. WH
- C. SH

1100340
1100340
1100340
1100340

A RP

- A. TH
- B. WH
- *C. SH

1100341
1100341
1100341
1100341

O UGH T

- A. WH
- *B. TH
- C. CH

1100342
1100342
1100342
1100342

F THER

- *A. WH
- B. SH
- C. TH

1100343
1100343
1100343
1100343

O UL D

- A. TH
- *B. SH
- C. CH

1100344
1100344
1100344
1100344

E ST

- *A. CH
- B. WH
- C. SH

1100345
1100345
1100345
1100345

THE STUDENT WILL RECOGNIZE THE FIVE INITIAL DIGRAPH SOUNDS BY SAYING THE LETTER NAMES OF SOUNDS HE HEARS AT THE BEGINNING OF WORDS PRONOUNCED BY THE TEACHER. %150

0125

THE TEACHER WILL PRONOUNCE A WORD AND THE CHILD WILL RESPOND BY SAYING THE LETTER NAMES OF THE DIGRAPH SOUND.

0109

TEACHER SAYS, SHIP.

- A. CHILD SAYS, *SH*

1100684
1100684

TEACHER SAYS, WHALE.

- A. CHILD SAYS, *WH*

1100685
1100685

TEACHER SAYS, CHERRY.	1100686
A. CHILD SAYS, *CH*.	1100686
TEACHER SAYS, THIMBLE.	1100687
A. CHILD SAYS, *TH*.	1100687
TEACHER SAYS, WHISTLE.	1100688
A. CHILD SAYS, *WH*.	1100688
TEACHER SAYS, THEM.	1100689
A. CHILD SAYS, *TH*.	1100689
TEACHER SAYS, SHARP.	1100690
A. CHILD SAYS, *SH*.	1100690
TEACHER SAYS, CHURCH.	1100691
A. CHILD SAYS, *CH*.	1100691
TEACHER SAYS, THUMB.	1100692
A. CHILD SAYS, *TH*.	1100692
TEACHER SAYS, SHELL.	1100693
A. CHILD SAYS, *SH*.	1100693
TEACHER SAYS, THIS.	1100694
A. CHILD SAYS, *TH*.	1100694
TEACHER SAYS, CHART.	1100695
A. CHILD SAYS, *CH*.	1100695
TEACHER SAYS, WHISPER.	1100696
A. CHILD SAYS, *WH*.	1100696
TEACHER SAYS, THOSE.	1100697
A. CHILD SAYS, *TH*.	1100697
TEACHER SAYS, THINK.	1100698
A. CHILD SAYS, *TH*.	1100698

THE STUDENT DEMONSTRATES HIS ABILITY TO DISTINGUISH THE INITIAL CONSONANT DIGRAPH SOUNDS SH, WH, TH, CH FROM ONE ANOTHER WITH- 0326
IN WORDS BY ORALLY RESPONDING SH, WH, TH, OR CH, WHEN A LIST OF WORDS IS READ TO HIM, ONE WORD AT A TIME. %12%

DIRECTIONS - I AM GOING TO READ A LIST OF WORDS TO YOU. I WANT 0268
YOU TO LISTEN FOR THE SH, WH, TH, OR CH SOUND AT THE BEGINNING OF EACH WORD. YOU TELL ME THE SOUND YOU HAVE HEARD, AFTER I SAY THE WORD.

SHOT	1103396
A. SH	1103396
THOP	1103397
A. CH	1103397
WHAT	1103398
A. WH	1103398

THIN	1103399
A. TH	1103399
THINK	1103400
A. TH	1103400
WHIP	1103401
A. WH	1103401
SHIRT	1103402
A. SH	1103402
CHOICE	1103403
A. CH	1103403
THIRTY	1103404
A. TH	1103404
CHECK	1103405
A. CH	1103405
THANK	1103406
A. TH	1103406
SHIVER	1103407
A. SH	1103407

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE BEGINNING CONSONANT DIGRAPHS BY UNDERLINING ALL OF THE WORDS THAT BEGIN WITH A CONSONANT DIGRAPH IN THE GIVEN SENTENCES. %11

0978

ORAL DIRECTIONS-- UNDERLINE ALL THE WORDS THAT BEGIN WITH A CONSONANT DIGRAPH IN THE FOLLOWING SENTENCES. REMEMBER DIGRAPHS ARE COMBINATIONS OF TWO LETTERS WHICH RESULT IN A COMPLETELY NEW SOUND.

0950

I LOST MY SHOE.
A. SHOE

1107058
1107058

WHEN WILL THE SHOW BEGIN?
A. WHEN, THE, SHOW

1107059
1107059

A CHILD IS THERE.
A. CHILD, THERE

1107060
1107060

THIS IS MY SHIRT.
A. THIS, SHIRT

1107061
1107061

WHAT IS YOUR NAME?
A. WHAT

1107062
1107062

THAT TRUCK IS PAINTED WHITE.
A. THAT, WHITE

1107063
1107063

MY CHURCH IS NEAR THE SCHOOL.
A. CHURCH, THE

1107064
1107064

WHICH COLOR OF CHALK DO YOU WANT?

A. WHICH, CHALK

1107065

1107065

DID YOU SINK THE SHIP?

A. THE, SHIP

1107066

1107068

CHECK YOUR ANSWERS.

A. CHECK

1107067

1107067

THE QUEEN HAS ARRIVED.

A. THE, QUEEN

1107068

1107068

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE *CH* SOUND IN
WORDS BY CHOOSING THE PICTURE WHOSE NAME HAS THE *CH* SOUND IN
IT. %02

0857

DIRECTIONS-- CHOOSE THE PICTURE WHOSE NAME HAS THE *CH* SOUND IN
IT.

0862

*A. PICTURE OF A CHURCH

1105923

*B. PICTURE OF A SHIP

1105923

C. PICTURE OF A SHIRT

1105923

A. PICTURE OF A THIMBLE

1105924

*B. PICTURE OF A CHAIR

1105924

C. PICTURE OF A WHALE

1105924

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF CONSONANT SOUNDS IN
FINAL POSITION BY CHOOSING THE ONE OF THREE PICTURES WHICH ENDS
WITH A GIVEN CONSONANT SOUND. %02

0815

DIRECTIONS-- LOOK AT THE LETTER AT THE BEGINNING OF EACH ROW AND
THEN COLOR THE PICTURE IN THE SAME ROW WHOSE NAME ENDS WITH THIS
LETTER SOUND.

0822

P
A. PICTURE OF HAT
*B. PICTURE OF CAP
C. PICTURE OF PONY

1105694

1105694

1105694

1105694

L
A. PICTURE OF SLED
B. PICTURE OF LEAF
*C. PICTURE OF HILL

1105695

1105695

1105695

1105695

VOWELS

THE STUDENT WILL RECOGNIZE VOWEL LETTERS BY SELECTING VOWELS FROM A GROUP CONTAINING BOTH VOWEL AND CONSONANT LETTERS. %30

0063

COUNT THE NUMBER OF VOWELS YOU SEE. CHOOSE THE NUMBER BELOW.

0065

C D S O N I F E R L T

- A. ONE
- B. TWO
- *C. THREE
- D. FOUR

1100240
1100240
1100240
1100240
1100240

U K O R A R I

- A. ONE
- B. TWO
- C. THREE
- *D. FOUR

1100241
1100241
1100241
1100241
1100241

L I S T R P O X A Z U Y

- A. ONE
- B. TWO
- C. THREE
- *D. FOUR

1100242
1100242
1100242
1100242
1100242

THE STUDENT WILL RECOGNIZE VOWEL SOUNDS BY SELECTING THE WORD CONTAINING THE VOWEL SOUND DESIGNATED BY THE TEACHER. %100

0066

FIND THE WORD THAT HAS A LONG *A* SOUND.

67

- *A. HATE
- B. FAR
- C. HAT
- D. WALL

1100255
1100255
1100255
1100255

FIND THE WORD THAT HAS A SHORT *A* SOUND.

68

- A. CALL
- B. CAMP
- *C. SAT
- D. SELL

1100256
1100256
1100256
1100256

FIND THE WORD THAT HAS A LONG *E* SOUND.

69

- A. ATE
- B. ROPE
- *C. SLEEP
- D. PUT

1100257
1100257
1100257
1100257

FIND THE WORD THAT HAS A SHORT *E* SOUND.

70

- A. CREATE
- *B. EVERY
- C. BELONG
- D. RADIO

1100258
1100258
1100258
1100258

FIND THE WORD THAT HAS A LONG *I* SOUND.

71

- A. HAPPINESS
- B. RECALL

1100259
1100259

- *C. FINALLY
- D. UNDERSTAND

1100259
1100259

FIND THE WORD THAT HAS A SHORT *I* SOUND.

72

- A. KINDLY
- B. ITEM
- *C. FIFTY
- D. CREATE

1100260
1100260
1100260
1100260

FIND THE WORD THAT HAS A LONG *O* SOUND.

73

- A. FORT
- B. FOOD
- *C. VOTED
- D. DESK

1100261
1100261
1100261
1100261

FIND THE WORD THAT HAS A SHORT *O* SOUND.

074

- *A. OCTOPUS
- B. UNITED
- C. ROLE
- D. HOWEVER

1100262
1100262
1100262
1100262

FIND THE WORD THAT HAS A LONG *U* SOUND.

75

- A. UNDER
- B. APPLY
- *C. UNIT
- D. ORDER

1100263
1100263
1100263
1100263

FIND THE WORD THAT HAS A SHORT *U* SOUND.

76

- A. REQUIRE
- *B. BUTTERFLY
- C. PAINT
- D. VICTORY

1100264
1100264
1100264
1100264

THE STUDENT WILL RECOGNIZE THE SOUND OF A VOWEL IN A GIVEN WRITTEN WORD BY CHOOSING A DIFFERENT WORD IN A LIST WITH THAT SAME VOWEL SOUND. #39

0151

CHOOSE THE WORD FROM THE LIST THAT HAS THE SAME VOWEL SOUND AS THE WORD GIVEN.

0132

CAPE

1101096
1101096
1101096
1101096

- A. SAT
- B. TAP
- *C. BAKE

SIT

- *A. WHIP
- B. HIKE
- C. TIME

1101097
1101097
1101097
1101097

ICE

- A. IT
- *B. BRIGHT

1101098
1101098
1101098

SINCE

WAS

- A. HAT
- B. TAPE
- *C. DOGS

COW

- *A. OUT
- B. LOW
- C. SHOW

TOOL

- A. FOOT
- B. BOOK
- *C. MOO

TURN

- A. NEAR
- *B. HER
- C. HAIR

BARN

- A. FERN
- B. EAR
- *C. DART

SO

- *A. BOAT
- B. TO
- C. OUT

RUN

- A. TURN
- *B. SUCH
- C. TURE

SIGHT

- A. HIT
- B. IN
- *C. TIME

MEAL

- A. BEAUTIFUL
- *B. TEAM
- C. HER

DREAM

- A. THE
- B. BEAR
- *C. SEE

TOOK

- *A. HOOD
- B. SOON
- C. FOOD

ATE

- A. SAT
- B. AM
- *C. TAIL

1101098

1101099

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1101111

SAD

- *A. TAP
- B. FAIL
- C. SAME

PIN

- A. PINE
- *B. LIMP
- C. FIGHT

PAY

- A. FALL
- *B. TRAIN
- C. BAT

RAY

- A. AM
- *B. MAY
- C. LAMB

GO

- *A. HOME
- B. BOND
- C. SOON

AM

- A. SAME
- B. ATM
- *C. SAND

WHO

- A. STOP
- *B. POOL
- C. HOT

DISH

- A. ASH
- B. SASH
- *C. INCH

GIJM

- A. SPEND
- B. TUNE
- *C. SPUN

ON

- A. KNOW
- B. NO
- *C. TOP

BLACK

- *A. SAD
- B. BALL
- C. SAIL

BY

- A. SAY
- *B. HI
- C. BRAY

1101112
1101112
1101112
1101112

1101113
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1101123
1101123

ROUND

- A. CROW
- *B. OWL
- C. SLOW

1101124
1101124
1101124
1101124

WALK

- A. WAY
- R. FAME
- *C. SAW

1101125
1101125
1101125
1101125

MAIL

- A. HAT
- *B. RAID
- C. MAP

1101126
1101126
1101126
1101126

FOAM

- *A. HOLE
- R. SMOG
- C. GOD

1101127
1101127
1101127
1101127

MILE

- *A. USE
- A. HUM
- C. MUG

1101128
1101128
1101128
1101128

CFNT

- A. ICE
- R. SEEN
- *C. CELL

1101129
1101129
1101129
1101129

CLIMR

- A. CLICK
- *R. TILE
- C. SIT

1101130
1101130
1101130
1101130

SONG

- A. TON
- *R. WRONG
- C. TONE

1101131
1101131
1101131
1101131

HAIR

- A. TEA
- R. SAT
- *C. BERRY

1101132
1101132
1101132
1101132

TOY

- A. TON
- *R. OIL
- C. TRY

1101133
1101133
1101133
1101133

KING

- A. HIGH
- R. RIPE
- *C. SING

1101134
1101134
1101134
1101134

BOIL

- *A. JOY
- B. BOX
- C. SLOT

1101135
1101135
1101135
1101135

THE STUDENT WILL RECOGNIZE A LONG OR SHORT VOWEL SOUND IN A WORD 0159
BY CHOOSING THE VOWEL LONG OR SHORT AFTER VIEWING A PICTURE OF
THE WORD. #120

LOOK AT A PICTURE OF THE WORD GIVEN. CHOOSE IF THE VOWEL SOUND 0140
IS LONG OR SHORT.

PICTURE OF A SLED. 1101300
A. LONG 1101300
*B. SHORT 1101300

PICTURE OF A CAP. 1101301
A. LONG 1101301
*B. SHORT 1101301

PICTURE OF A WHEEL. 1101302
A. LONG 1101302
*B. SHORT 1101302

PICTURE OF A KITE. 1101303
A. LONG 1101303
B. SHORT 1101303

PICTURE OF A KNIFE. 1101304
A. LONG 1101304
B. SHORT 1101304

PICTURE OF A FISH. 1101305
A. LONG 1101305
*B. SHORT 1101305

PICTURE OF A SOCK. 1101306
A. LONG 1101306
*B. SHORT 1101306

PICTURE OF A BOAT. 1101307
A. LONG 1101307
B. SHORT 1101307

PICTURE OF A BUS. 1101308
A. LONG 1101308
*B. SHORT 1101308

PICTURE OF A SUIT. 1101309
A. LONG 1101309
B. SHORT 1101309

PICTURE OF A SUN. 1101310
A. LONG 1101310
*B. SHORT 1101310

PICTURE OF A NOSE. 1101311
A. LONG 1101311
B. SHORT 1101311

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISCRIMINATE BETWEEN TWO VOWEL SOUNDS BY REPEATING THE ONE WORD OF DIFFERENT VOWEL SOUND FROM THE FOUR PRONOUNCED BY THE TEACHER. 20m

0777

TEACHER SAYS-- I WILL SAY FOUR WORDS. THREE OF THEM CONTAIN THE SAME VOWEL SOUND, AND ONE DOES NOT. SAY THE WORD THAT CONTAINS THE DIFFERENT VOWEL SOUND.

0786

- A. CAKE
- B. CANE
- *C. BAG
- D. CHAIN

1104896
1104896
1104896
1104896

- *A. TRAIN
- B. PLANT
- C. STAMP
- D. FAN

1104897
1104897
1104897
1104897

- A. CAT
- B. JACK
- C. TRACK
- *D. LANE

1104898
1104898
1104898
1104898

- A. SNAKE
- B. LAKE
- C. PAINT
- *D. RAT

1104899
1104899
1104899
1104899

- A. TIGER
- B. TIF
- *C. RING
- D. SLIDE

1104900
1104900
1104900
1104900

- *A. TIRE
- B. LIPS
- C. BIB
- D. PIG

1104901
1104901
1104901
1104901

- A. TIRE
- B. TIME
- C. RITE
- *D. SIX

1104902
1104902
1104902
1104902

- A. PIN
- B. PIT
- C. KIT
- *D. DRIVE

1104903
1104903
1104903
1104903

- A. HEN
- B. GET
- *C. SEAT
- D. LET

1104904
1104904
1104904
1104904

- *A. NEAT
- B. FED
- C. LED
- D. WER

1104905
1104905
1104905
1104905

- A. MEAT
- B. FEED
- C. BEET

1104906
1104906
1104906

*D. BED

1104906

A. FIN

1104907

B. GIFT

1104907

C. HILL

1104907

*D. BITE

1104907

A. SPOT

1104908

B. POND

1104908

C. HOT

1104908

*D. GO

1104908

A. BLOW

1104910

1. B. SNOW

1104910

*C. DO

1104910

D. CROW

1104910

*A. YOI

1104911

B. GUN

1104911

C. GUM

1104911

D. THUMP

1104911

A. MUSIC

1104912

B. CUTE

1104912

*C. BRUSH

1104912

D. MULE

1104912

A. NUT

1104913

B. TUR

1104913

*C. FOX

1104913

D. MUCH

1104913

*A. WILL

1104914

B. LET

1104914

C. HEN

1104914

D. TELL

1104914

A. DRUM

1104915

*B. SIT

1104915

C. CUT

1104915

D. CUP

1104915

A. TEN

1104916

*B. PIN

1104916

C. PEN

1104916

D. STEP

1104916

THE STUDENT CAN DISTINGUISH THE SHORT VOWEL SOUND FROM THE LONG VOWEL SOUND BY IDENTIFYING EXAMPLES IN A SELECTED LIST OF WORDS.

0945

*40

HAS THE SAME VOWEL SOUND AS IN THE WORD *HAT*:

1106650

A. STAY

1106650

*B. CATCH

1106650

C. START

1106650

D. BRAVE

1106650

F. SAUSAGE

1106650

_____ HAS THE SAME VOWEL SOUND AS IN THE WORD *SIX*.

- *A. TRICK
- B. HIGHEST
- C. KIND
- D. STIR
- E. DIAL

1106652
1106652
1106652
1106652
1106652
1106652

_____ HAS THE SAME VOWEL SOUND AS IN THE WORD *DOCK*.

- A. ONLY
- *B. POPCORN
- C. WOLF
- D. BROKE
- E. SOAK

110 6653
110 6653
110 6653
110 6653
110 6653
110 6653

_____ HAS THE SAME VOWEL SOUND AS IN THE WORD *SUN*.

- A. CUTE
- *B. COUSIN
- C. LAUGH
- D. RULE
- E. PUT

110 6654
110 6654
110 6654
110 6654
110 6654
110 6654

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE VOWELS AS
SHORT, LONG OR SILENT BY LISTING EACH STARRED VOWEL FROM A GIVEN
LIST OF WORDS UNDER THE APPROPRIATE COLUMN--SHORT, LONG, OR
SILENT. #11#

0973

ORAL DIRECTIONS-- LOOK AT THE FOLLOWING WORDS. IN EACH WORD THERE
IS A STARRED VOWEL. YOU ARE TO SAY THE WORD SILENTLY AND THINK IF
THE VOWEL STARRED IS SHORT, LONG OR SILENT. IF THE VOWEL IS
SHORT, THEN WRITE THE LETTER IN COLUMN A. IF THE VOWEL IS LONG,
WRITE THE LETTER IN COLUMN B. IF THE VOWEL IS SILENT, WRITE THE
LETTER IN COLUMN C. THE FIRST ONE IS DONE FOR YOU.

0946

SM*O*KE

- A. SHORT
- *B. LONG
- C. SILENT

1106941
1106941
1106941
1106941

F*O*ND

- *A. SHORT
- B. LONG
- C. SILENT

1106942
1106942
1106942
1106942

PRIZ*E*

- A. SHORT
- B. LONG
- *C. SILENT

1106943
1106943
1106943
1106943

SCR*E*AM

- A. SHORT
- *B. LONG
- C. SILENT

1106944
1106944
1106944
1106944

SCRE*A*M

- A. SHORT
- B. LONG
- *C. SILENT

1106945
1106945
1106945
1106945

MA*I*L
A. SHORT
B. LONG
*C. SILENT

1106946
1106946
1106946
1106946

CA*U*TE
A. SHORT
*B. LONG
C. SILENT

1106947
1106947
1106947
1106947

TR*U*CK
*A. SHORT
B. LONG
*C. SILENT

1106948
1106948
1106948
1106948

PI*E*
A. SHORT
B. LONG
*C. SILENT

1106949
1106949
1106949
1106949

TH*A*NK
*A. SHORT
B. LONG
C. SILENT

1106950
1106950
1106950
1106950

B*I*TE
A. SHORT
*B. LONG
C. SILENT

1106951
1106951
1106951
1106951

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DIFFERENTIATE BETWEEN THE VOWEL SOUNDS OF *Y* WHEN GIVEN A SERIES OF WORDS BY INDICATING WHETHER EACH WORD HAS A LONG *I* OR LONG *E* SOUND. #15

0213

DIRECTIONS-- READ EACH WORD. WRITE EACH WORD IN THE CORRECT COLUMN. CHOOSE A IF THE LONG *I* AND B IF THE LONG *E* SOUND APPEARS.

0104

PUPPY *B

1101924

FLY *A

1101925

READY *B

1101926

HAPPY *B

1101927

BY *A

1101928

BABY *B

1101929

TRY *A

1101930

RIY *A

1101931

PRETTY *B

1101932

FUNNY *B

1101933

MY *A	1101934
EVERY *B	1101935
CRY *A	1101936
WHY *A	1101937
ONLY *B	1101938

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF *Y* AS A VOWEL AND AS A CONSONANT, BY CHOOSING WHETHER THE *Y* IS A VOWEL OR A CONSONANT IN A GIVEN LIST OF WORDS. %17# 0745

ORAL DIRECTIONS-- LOOK AT THE LIST OF WORDS. IF THE *Y* IS A VOWEL CHOOSE A AND IF *Y* IS A CONSONANT CHOOSE B. 0754

SKY	1104383
*A. VOWEL	1104383
*B. CONSONANT	1104383

YOU	1104384
*A. VOWEL	1104384
*B. CONSONANT	1104384

YARD	1104385
*A. VOWEL	1104385
*B. CONSONANT	1104385

YES	1104386
*A. VOWEL	1104386
*B. CONSONANT	1104386

YELLOW	1104387
*A. VOWEL	1104387
*B. CONSONANT	1104387

YEAR	1104388
*A. VOWEL	1104388
*B. CONSONANT	1104388

TRY	1104389
*A. VOWEL	1104389
*B. CONSONANT	1104389

YET	1104390
*A. VOWEL	1104390
*B. CONSONANT	1104390

FLY	1104391
*A. VOWEL	1104391
*B. CONSONANT	1104391

Y	1104392
*A. VOWEL	1104392
*B. CONSONANT	1104392

YELL	1104393
------	---------

A. VOWEL
*B. CONSONANT

1104393
1104393

YOUNG

1104394
1104394
1104394

A. VOWEL
*B. CONSONANT

RY

1104395
1104395
1104395

*A. VOWEL
B. CONSONANT

WHY

1104396
1104396
1104396

*A. VOWEL
B. CONSONANT

PLY

1104397
1104397
1104397

*A. VOWEL
B. CONSONANT

TRAY

1104398
1104398
1104398

A. VOWEL
*B. CONSONANT

YOUR

1104399
1104399
1104399

A. VOWEL
*B. CONSONANT

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE SILENT
VOWELS IN WORDS BY CHOOSING THE WORDS THAT HAVE SILENT VOWELS IN
A GIVEN GROUP OF WORDS. 870

0766

LOOK AT EACH WORD. CHOOSE THE WORD THAT HAS A SILENT VOWEL
LETTER.

0775

*A. SWEAT
B. SMALL
C. SEW

1104790
1104790
1104790

*A. PAID
B. PAT
C. DID

1104791
1104791
1104791

A. COLD
*B. COAL
C. COD

1104792
1104792
1104792

*A. MAIL
B. TAG
C. MAT

1104794
1104794
1104794

*A. SEA
B. SET
C. SELL

1104795
1104795
1104795

*A. READ
B. RED
C. BEG

1104796
1104796
1104796

- *A. RAIN
- B. RAT
- C. RAG

1104799
1104799
1104799

THE STUDENT WILL DISCRIMINATE BETWEEN THE SOUND OF *OO* AS IN THE WORD *BOOK* AND THE SOUND OF THE *OO* AS IN THE WORD *MOON* BY CHOOSING THE WORD IN THE LIST WHICH HAS THE SAME *OO* SOUND AS THE WORD SPOKEN BY THE TEACHER. *03*

0860

DIRECTIONS-- CHOOSE THE WORD THAT HAS THE SAME *OO* SOUND AS THE WORD I SAY.

0864

BOOK

- *A. TOOK
- B. SOON
- C. ROOM

1105943
1105943
1105943
1105943

MOON

- A. COOK
- *B. FOOD
- C. LOOK

1105944
1105944
1105944
1105944

SPOON

- *A. NOON
- B. HOOD
- C. NOOK

1105945
1105945
1105945
1105945

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN THE LONG AND SHORT *A* VOWEL SOUND IN WORDS BY READING A LIST AND IDENTIFYING WHETHER THE VOWEL SOUND IS LONG OR SHORT. *25*

0780

DIRECTIONS-- READ THESE WORDS TO YOURSELF. INDICATE WHETHER THE *A* IN EACH WORD IS LONG OR SHORT.

0789

DATE

- *A. LONG *A*
- B. SHORT *A*

1104950
1104950
1104950

CAT

- A. LONG *A*
- *B. SHORT *A*

1104951
1104951
1104951

SAT

- A. LONG *A*
- *B. SHORT *A*

1104952
1104952
1104952

TAKE

- *A. LONG *A*
- B. SHORT *A*

1104953
1104953
1104953

CAKE

- *A. LONG *A*
- B. SHORT *A*

1104954
1104954
1104954

FAKE

1104955

*A. LONG *A*	1104955
*B. SHORT *A*	1104955
LATE	
*A. LONG *A*	1104956
*B. SHORT *A*	1104956
	1104956
GAIT	
*A. LONG *A*	1104957
*B. SHORT *A*	1104957
	1104957
ACE	
*A. LONG *A*	1104958
*B. SHORT *A*	1104958
	1104958
ACHE	
*A. LONG *A*	1104959
*B. SHORT *A*	1104959
	1104959
ACT	
*A. LONG *A*	1104960
*B. SHORT *A*	1104960
	1104960
ADD	
*A. LONG *A*	1104961
*B. SHORT *A*	1104961
	1104961
LAD	
*A. LONG *A*	1104962
*B. SHORT *A*	1104962
	1104962
GLAD	
*A. LONG *A*	1104963
*B. SHORT *A*	1104963
	1104963
AGE	
*A. LONG *A*	1104964
*B. SHORT *A*	1104964
	1104964
CAPE	
*A. LONG *A*	1104965
*B. SHORT *A*	1104965
	1104965
AIM	
*A. LONG *A*	1104966
*B. SHORT *A*	1104966
	1104966
ALL	
*A. LONG *A*	1104967
*B. SHORT *A*	1104967
	1104967
BAIL	
*A. LONG *A*	1104968
*B. SHORT *A*	1104968
	1104968
BAKE	
*A. LONG *A*	1104969
*B. SHORT *A*	1104969
	1104969
BAIT	
*A. LONG *A*	1104970
	1104970

B. SHORT *A*	1104970
BALD	1104971
A. LONG *A*	1104971
*B. SHORT *A*	1104971
BALL	1104972
A. LONG *A*	1104972
*B. SHORT *A*	1104972
CALM	1104973
A. LONG *A*	1104973
*B. SHORT *A*	1104973
RANK	1104974
*A. LONG *A*	1104974
B. SHORT *A*	1104974

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN THE LONG AND SHORT *E* VOWEL SOUND IN WORDS BY READING A LIST AND IDENTIFYING WHETHER THE VOWEL SOUND IS LONG OR SHORT. %24 0781

DIRECTIONS -- READ THESE WORDS TO YOURSELF. INDICATE WHETHER THE *E* IN EACH WORD IS LONG OR SHORT. 0790

BELL	1104975
A. LONG *E*	1104975
*B. SHORT *E*	1104975
BELT	1104976
A. LONG *E*	1104976
*B. SHORT *E*	1104976
BEND	1104977
A. LONG *E*	1104977
*B. SHORT *E*	1104977
BENCH	1104978
A. LONG *E*	1104978
*B. SHORT *E*	1104978
BEACH	1104979
*A. LONG *E*	1104979
B. SHORT *E*	1104979
REAL	1104980
*A. LONG *E*	1104980
B. SHORT *E*	1104980
CREAM	1104981
*A. LONG *E*	1104981
B. SHORT *E*	1104981
BEAD	1104982
*A. LONG *E*	1104982
B. SHORT *E*	1104982
DEN	1104983

A. LONG *E*	1104983
*B. SHORT *E*	1104983
DECK	
A. LONG *E*	1104984
*B. SHORT *E*	1104984
	1104984
BEAK	
*A. LONG *E*	1104985
B. SHORT *E*	1104985
	1104985
MEET	
*A. LONG *E*	1104986
B. SHORT *E*	1104986
	1104986
EGG	
A. LONG *E*	1104987
*B. SHORT *E*	1104987
	1104987
BEAM	
*A. LONG *E*	1104988
B. SHORT *E*	1104988
	1104988
CREST	
A. LONG *E*	1104990
*B. SHORT *E*	1104990
	1104990
BEAN	
*A. LONG *E*	1104991
B. SHORT *E*	1104991
	1104991
DEEP	
*A. LONG *E*	1104992
B. SHORT *E*	1104992
	1104992
DEAN	
*A. LONG *E*	1104993
B. SHORT *E*	1104993
	1104993
BEAT	
*A. LONG *E*	1104994
B. SHORT *E*	1104994
	1104994
BET	
A. LONG *E*	1104995
*B. SHORT *E*	1104995
	1104995
READ	
*A. LONG *E*	1104996
B. SHORT *E*	1104996
	1104996
BEET	
*A. LONG *E*	1104997
B. SHORT *E*	1104997
	1104997
MELT	
A. LONG *E*	1104998
*B. SHORT *E*	1104998
	1104998
BLEAT	
*A. LONG *E*	1104999
	1104999

B. SHORT *I*

1104999

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN
THE LONG AND SHORT *I* VOWEL SOUND IN WORDS BY READING A LIST AND
IDENTIFYING WHETHER THE VOWEL IS LONG OR SHORT. #25

0782

DIRECTIONS -- READ THESE WORDS TO YOURSELF. INDICATE WHETHER THE
I IN EACH WORD IS LONG OR SHORT.

0791

IT

- A. LONG *I*
- *B. SHORT *I*

1105000
1105000
1105000

PIN

- A. LONG *I*
- *B. SHORT *I*

1105001
1105001
1105001

BRISK

- A. LONG *I*
- *B. SHORT *I*

1105002
1105002
1105002

PIE

- *A. LONG *I*
- *B. SHORT *I*

1105003
1105003
1105003

CRIME

- *A. LONG *I*
- B. SHORT *I*

1105004
1105004
1105004

DING

- A. LONG *I*
- *B. SHORT *I*

1105005
1105005
1105005

CRIMP

- A. LONG *I*
- *B. SHORT *I*

1105006
1105006
1105006

DIG

- A. LONG *I*
- *B. SHORT *I*

1105007
1105007
1105007

LIKE

- *A. LONG *I*
- B. SHORT *I*

1105008
1105008
1105008

DRIVE

- *A. LONG *I*
- B. SHORT *I*

1105009
1105009
1105009

DIAL

- *A. LONG *I*
- B. SHORT *I*

1105010
1105010
1105010

SIT

- A. LONG *I*
- *B. SHORT *I*

1105011
1105011
1105011

PILL

1105012

A. LONG *I*
*B. SHORT *I*

1105012
1105012

TIME

*A. LONG *I*
B. SHORT *I*

1105013
1105013
1105013

DRINK

A. LONG *I*
*B. SHORT *I*

1105014
1105014
1105014

LIE

*A. LONG *I*
B. SHORT *I*

1105015
1105015
1105015

FINE

*A. LONG *I*
B. SHORT *I*

1105016
1105016
1105016

PIKE

*A. LONG *I*
B. SHORT *I*

1105017
1105017
1105017

DID

A. LONG *I*
*B. SHORT *I*

1105018
1105018
1105018

LINE

*A. LONG *I*
B. SHORT *I*

1105019
1105019
1105019

DISH

A. LONG *I*
*B. SHORT *I*

1105020
1105020
1105020

CRIB

A. LONG *I*
*B. SHORT *I*

1105021
1105021
1105021

MISS

A. LONG *I*
*B. SHORT *I*

1105022
1105022
1105022

DICE

*A. LONG *I*
B. SHORT *I*

1105023
1105023
1105023

PINK

A. LONG *I*
*B. SHORT *I*

1105024
1105024
1105024

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN
THE LONG AND SHORT *O* VOWEL SOUND IN WORDS BY READING A LIST AND
IDENTIFYING WHETHER THE VOWEL IS LONG OR SHORT. #250

0783

DIRECTIONS -- READ THESE WORDS TO YOURSELF. INDICATE WHETHER THE
O* IN EACH WORD IS LONG OR SHORT.

0792

COAT
*A. LONG *0*
*B. SHORT *0*

1105025
1105025
1105025

POACH
*A. LONG *0*
*B. SHORT *0*

1105026
1105026
1105026

SOR
*A. LONG *0*
*B. SHORT *0*

1105027
1105027
1105027

BOX
*A. LONG *0*
*B. SHORT *0*

1105028
1105028
1105028

ROAM
*A. LONG *0*
*B. SHORT *0*

1105029
1105029
1105029

COB
*A. LONG *0*
*B. SHORT *0*

1105030
1105030
1105030

ROCK
*A. LONG *0*
*B. SHORT *0*

1105031
1105031
1105031

DOLL
*A. LONG *0*
*B. SHORT *0*

1105032
1105032
1105032

DOME
*A. LONG *0*
*B. SHORT *0*

1105033
1105033
1105033

BLOCK
*A. LONG *0*
*B. SHORT *0*

1105034
1105034
1105034

COT
*A. LONG *0*
*B. SHORT *0*

1105035
1105035
1105035

COPE
*A. LONG *0*
*B. SHORT *0*

1105036
1105036
1105036

ROACH
*A. LONG *0*
*B. SHORT *0*

1105037
1105037
1105037

COAST
*A. LONG *0*
*B. SHORT *0*

1105038
1105038
1105038

POLE
*A. LONG *0*
*B. SHORT *0*

1105039
1105039
1105039

DOCK

1105040

A. LONG *O*	1105040
*B. SHORT *O*	1105040
ROPE	
*A. LONG *O*	1105041
B. SHORT *O*	1105041
COAL	
*A. LONG *O*	1105042
B. SHORT *O*	1105042
ROBE	
*A. LONG *O*	1105043
B. SHORT *O*	1105043
DOT	
A. LONG *O*	1105044
*B. SHORT *O*	1105044
ROAD	
*A. LONG *O*	1105045
B. SHORT *O*	1105045
GOT	
A. LONG *O*	1105046
*B. SHORT *O*	1105046
POSE	
*A. LONG *O*	1105047
B. SHORT *O*	1105047
ROT	
A. LONG *O*	1105048
*B. SHORT *O*	1105048
WROTE	
*A. LONG *O*	1105049
B. SHORT *O*	1105049

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN THE LONG AND SHORT *U* VOWEL SOUND IN WORDS BY READING A LIST AND IDENTIFYING WHETHER THE VOWEL IS LONG OR SHORT. 0784

DIRECTIONS -- READ EACH OF THESE WORDS TO YOURSELF. INDICATE WHETHER THE *U* IN EACH WORD IS LONG OR SHORT. 0793

USE	1105050
*A. LONG *U*	1105050
B. SHORT *U*	1105050
FUN	
A. LONG *U*	1105051
*B. SHORT *U*	1105051
MULE	
*A. LONG *U*	1105052
B. SHORT *U*	1105052

CUR

A. LONG *U*
*R. SHORT *U*

1105053
1105053
1105053

SUIT

*A. LONG *U*
B. SHORT *U*

1105054
1105054
1105054

GUN

A. LONG *U*
*R. SHORT *U*

1105055
1105055
1105055

SKUNK

A. LONG *U*
*B. SHORT *U*

1105056
1105056
1105056

CUBE

*A. LONG *U*
R. SHORT *U*

1105057
1105057
1105057

JUNK

A. LONG *U*
*R. SHORT *U*

1105058
1105058
1105058

FRUIT

*A. LONG *U*
B. SHORT *U*

1105059
1105059
1105059

RULE

*A. LONG *U*
B. SHORT *U*

1105060
1105060
1105060

GUM

A. LONG *U*
*B. SHORT *U*

1105061
1105061
1105061

MIFF

A. LONG *U*
*B. SHORT *U*

1105062
1105062
1105062

MUSIC

*A. LONG *U*
B. SHORT *U*

1105063
1105063
1105063

FUSE

*A. LONG *U*
B. SHORT *U*

1105064
1105064
1105064

CUP

A. LONG *U*
*R. SHORT *U*

1105065
1105065
1105065

GLUE

*A. LONG *U*
*B. SHORT *U*

1105066
1105066
1105066

TUBE

*A. LONG *U*
R. SHORT *U*

1105067
1105067
1105067

TUNE

*A. LONG *U*
*B. SHORT *U*

1105068
1105068

TUR
*A. LONG *U*
*B. SHORT *U*

1105069
1105069
1105069

DIKE
*A. LONG *U*
*B. SHORT *U*

1105070
1105070
1105070

BUT
*A. LONG *U*
*B. SHORT *U*

1105071
1105071
1105071

NUT
*A. LONG *U*
*B. SHORT *U*

1105072
1105072
1105072

JUNE
*A. LONG *U*
*B. SHORT *U*

1105073
1105073
1105073

DUCK
*A. LONG *U*
*B. SHORT *U*

1105074
1105074
1105074

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF LONG VOWEL SUBSTITUTION BY CHOOSING FROM A GROUP OF THREE VOWELS THE ONE WHICH WILL MAKE ANOTHER REAL WORD WHEN SUBSTITUTED FOR THE LONG VOWEL IN THE GIVEN WORD. 505

0834

DIRECTIONS-- READ THE WORD IN EACH ROW. IF YOU TAKE AWAY THE STARRED LONG VOWEL, WHICH OF THE OTHER THREE VOWELS CAN YOU USE TO MAKE ANOTHER REAL WORD?

0840

R*IDE
*A. O
*B. A
*C. E

1105783
1105783
1105783
1105783

L*OAD
*A. F
*B. I
*C. A

1105784
1105784
1105784
1105784

R*EAD
*A. I
*B. U
*C. O

1105785
1105785
1105785
1105785

L*ITE
*A. O
*B. A
*C. E

1105786
1105786
1105786
1105786

A*LE
*A. O

1105787
1105787

B. U
C. E

1105787
1105787

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF SHORT VOWEL SUBSTITUTION BY CHOOSING FROM A GROUP OF THREE VOWELS THE ONE WHICH WILL MAKE ANOTHER REAL WORD WHEN SUBSTITUTED FOR THE SHORT VOWEL IN THE GIVEN WORD. %5n

0835

DIRECTIONS-- READ THE WORD IN EACH ROW. IF YOU TAKE AWAY THE VOWEL, WHICH OF THE OTHER THREE VOWELS CAN YOU USE TO MAKE ANOTHER REAL WORD?

0841

SIT

*A. A
B. I
C. O

1105788
1105788
1105788
1105788

ROD

A. U
*B. E
C. A

1105789
1105789
1105789
1105789

SAD

*A. O
B. U
C. I

1105790
1105790
1105790
1105790

LID

*A. A
B. O
C. U

1105791
1105791
1105791
1105791

LIP

A. O
*B. A
C. U

1105793
1105793
1105793
1105793

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF MEDIAL VOWELS BY SUBSTITUTING THE MEDIAL VOWEL IN A KNOWN WORD AND MAKING A *NEW* WORD. %05n

0958

IN WHICH OF THE WORDS BELOW CAN YOU CHANGE THE MIDDLE LETTER TO AN *A* AND MAKE A NEW WORD?

A. GOT
B. CRY
*C. BED
D. HER
E. WET

1106691
1106691
1106691
1106691
1106691
1106691

IN WHICH OF THE WORDS BELOW CAN YOU CHANGE THE MIDDLE LETTER TO AN *E* AND MAKE A NEW WORD?

A. CAR
B. CRY
C. WHY
*D. SIT

1106692
1106692
1106692
1106692
1106692
1106692

F. OLD

1106692

IN WHICH OF THE WORDS BELOW CAN YOU CHANGE THE MIDDLE LETTER TO AN *O* AND MAKE A NEW WORD?

- A. BUD
- *B. DUG
- C. SET
- D. BAT
- E. BAD

1106693
1106693
1106693
1106693
1106693
1106693

IN WHICH OF THE WORDS BELOW CAN YOU CHANGE THE MIDDLE LETTER TO AN *I* AND MAKE A NEW WORD?

- A. CAR
- B. WAS
- C. GOT
- *D. RUG
- F. MEN

1106694
1106694
1106694
1106694
1106694
1106694

IN WHICH OF THE WORDS BELOW CAN YOU CHANGE THE MIDDLE LETTER TO A *U* AND MAKE A NEW WORD?

- *A. BIT
- B. WAS
- C. SAT
- D. ARE
- E. SAY

1106695
1106695
1106695
1106695
1106695
1106695

THE STUDENT WILL RECOGNIZE A VOWEL DIGRAPH IN A WORD BY IDENTIFYING WORDS THAT DO OR DO NOT CONTAIN DIGRAPHS. 50

0017

CHOOSE THE WORD THAT HAS A VOWEL DIGRAPH.

17

- A. CUTE
- B. SHOT
- *C. TRAIN
- D. CAKE

1100051
1100051
1100051
1100051

- A. WAGON
- *B. WEATHER
- C. WATER
- D. WINDOW

1100052
1100052
1100052
1100052

CHOOSE THE WORD THAT DOES *NOT* CONTAIN A VOWEL DIGRAPH.

0018

- A. COAT
- *B. THESE
- C. HEAVY
- D. BOAT

1100053
1100053
1100053
1100053

- *A. PLAY
- B. WAIT
- C. EAST
- D. WEAK

1100054
1100054
1100054
1100054

CHOOSE THE LIST OF WORDS THAT ARE ALL EXAMPLES OF WORDS THAT CONTAIN VOWEL DIGRAPHS.

0019

- A. PICK, STICK, TRUCK, TRICK
- *B. LIKES, BIKES, KITES, WRITES

1100055
1100055

*C. WAIT, SEEDS, ROAD, FRIEND
D. BETTER, LETTER, BUTTER, MIDDLE

1100055
1100055.

THE STUDENT WILL RECALL THE DEFINITION OF A VOWEL DIGRAPH BY
COMPLETING CORRECTLY THE DEFINITION WHEN PARTIALLY GIVEN. #10

0018

SELECT THE WORDS THAT WILL CORRECTLY COMPLETE THE DEFINITION OF A
VOWEL DIGRAPH.

0020

A VOWEL DIGRAPH IS _____ APPEARING TOGETHER IN A WORD WHEN
THE FIRST LETTER OF THE PAIR IS LONG AND THE SECOND SILENT.

0056

A. TWO CONSONANTS

1100056

*B. TWO VOWELS

1100056

C. ONE VOWEL AND ONE CONSONANT

1100056

D. ONE CONSONANT AND ONE VOWEL

1100056

1100056

GIVEN A WORD CONTAINING A VOWEL, THE STUDENT WILL DEMONSTRATE A
KNOWLEDGE OF VOWEL DIGRAPHS BY CHOOSING A DIGRAPH THAT WOULD MAKE
A REAL WORD IF SUBSTITUTED FOR THE VOWEL IN THE WORD. #050

0859

CHOOSE THE DIGRAPH IN THE LIST THAT IF SUBSTITUTED FOR THE *E* IN
ME WOULD MAKE A NEW REAL WORD.

1105928

ME

1105928

A. AI

1105928

*B. AY

1105928

C. OA

1105928

1105928

CHOOSE THE DIGRAPH IN THE LIST THAT IF SUBSTITUTED FOR THE *I*
IN THE WORD *SIP*, WOULD MAKE A NEW REAL WORD.

1105929

SIP

1105929

A. AI

1105929

B. AY

1105929

*C. OA

1105929

1105929

CHOOSE THE DIGRAPH IN THE LIST THAT IF SUBSTITUTED FOR THE *O*
IN THE WORD *COT*, WOULD MAKE A NEW REAL WORD.

1105930

COT

1105930

A. AI

1105930

B. AY

1105930

*C. OA

1105930

1105930

CHOOSE THE DIGRAPH IN THE LIST THAT IF SUBSTITUTED FOR THE *I*
IN THE WORD *BED*, WOULD MAKE A NEW REAL WORD.

1105931

BED

1105931

*A. EA

1105931

B. OF

1105931

C. IE

1105931

1105931

CHOOSE THE DIGRAPH IN THE LIST THAT IF SUBSTITUTED FOR THE *O*
IN THE WORD *GOT*, WOULD MAKE A NEW REAL WORD.

1105932

GOT

1105932

A. EA

1105932

*B. OA

1105932

C. EF

1105932

1105932

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF VOWEL VARIANTS BY CHOOSING A WORD CONTAINING A VOWEL VARIANT FROM A LIST. 810

0013

CHOOSE THE ONE WORD BELOW THAT CONTAINS A VOWEL VARIANT.

0012

- A. STAY
- *B. STORE
- C. STRONG
- D. STRANGE

1100040
1100040
1100040
1100040

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE SOUNDS OF *IR*, *ER*, *AR*, *OR*, AND *UR* BY CHOOSING LETTERS TO MAKE A WORD THAT NAMES A GIVEN PICTURE. 889

0036

CHOOSE THE MISSING LETTERS THAT ARE NEEDED TO COMPLETE THE WORD THAT NAMES THE PICTURE.

0036

H--N PICTURE OF A HORN

- *A. OR
- B. AR
- C. ER
- D. IR
- E. UR

1100104
1100104
1100104
1100104
1100104
1100104

B--D PICTURE OF A BIRD

- A. OR
- B. AR
- C. ER
- *D. IR
- E. UR

1100105
1100105
1100105
1100105
1100105
1100105

F--TY PICTURE OF NUMERAL 40

- *A. OR
- B. AR
- C. ER
- D. IR
- E. UR

1100106
1100106
1100106
1100106
1100106
1100106

SK--T PICTURE OF A SKIRT

- A. OR
- B. AR
- C. ER
- *D. IR
- E. UR

1100107
1100107
1100107
1100107
1100107
1100107

ST-- PICTURE OF A STAR

- A. OR
- *B. AR
- C. ER
- D. IR
- E. UR

1100108
1100108
1100108
1100108
1100108
1100108

B--N PICTURE OF A FIRE

- A. AR
- B. OR

1100109
1100109
1100109

- C. ER
- D. IR
- *E. UR

1100109
1100109
1100109

B--N PICTURE OF A BABY

- AR
- R. ER
- *C. OR
- D. IR
- E. UR

1100110
1100110
1100110
1100110
1100110
1100110

B--N PICTURE OF A BARN

- *A. AR
- B. OR
- C. ER
- D. IR
- F. UR

1100111
1100111
1100111
1100111
1100111
1100111

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE SOUNDS OF *AR*,
IR, *ER*, *OR*, AND *UR* BY CHOOSING THE CORRECT WORD CONTAIN-
ING ONE OF THOSE SOUNDS TO COMPLETE A GIVEN SENTENCE. #5

0037

CHOOSE THE CORRECT WORD.

37

I HEARD MY PUPPY _____.

- A. BORK
- R. BERK
- *C. BARK
- D. BURK

1100112
1100112
1100112
1100112
1100112

THAT DRESS IS MUCH TOO _____.

- A. SHIRT
- B. SHURT
- C. SHART
- *D. SHORT

1100113
1100113
1100113
1100113
1100113

I AM NOW IN _____ GRADE.

- A. THURD
- B. THERD
- *C. THIRD
- D. THARD

1100114
1100114
1100114
1100114
1100114

THE DRESS BELONGS TO _____.

- A. HOR
- B. HAR
- C. HUR
- *D. HER

1100115
1100115
1100115
1100115
1100115

BE CAREFUL NOT TO _____ YOURSELF.

- A. BARN
- B. BORN
- C. BIRN
- *D. BURN

1100116
1100116
1100116
1100116
1100116

THE STUDENT WILL DISTINGUISH BETWEEN THE SHORT VOWEL SOUNDS BY

0060

SELECTING THE CORRECT VOWEL TO COMPLETE A WORD IN A SENTENCE.

SELECT THE LETTER OF THE SHORT VOWEL SOUND THAT COMPLETES THE WORD TO FIT IN THE SENTENCE.

0062

THE PIN MADE THE BALLOON P-P.

- A. A
- B. F
- C. I
- *D. O
- E. U

1100214
1100214
1100214
1100214
1100214
1100214

THE P-P WAGS HIS TAIL WHEN HE'S HUNGRY.

- A. A
- B. E
- C. I
- D. O
- *E. U

1100215
1100215
1100215
1100215
1100215
1100215

THE CHEERLEADER HAD LOTS OF P-P.

- A. A
- B. I
- *C. E
- D. O
- F. U

1100216
1100216
1100216
1100216
1100216
1100216

BE CAREFUL NOT TO T-P OVER YOUR MILK.

- A. O
- B. A
- C. E
- *D. I
- E. U

1100217
1100217
1100217
1100217
1100217
1100217

WRITE YOUR NAME AT THE T-P OF THE PAGE.

- A. A
- B. E
- C. I
- *D. O
- E. U

1100218
1100218
1100218
1100218
1100218
1100218

I CAN CATCH BETTER WITH A M-T.

- A. A
- B. E
- *C. I
- D. O
- E. U

1100219
1100219
1100219
1100219
1100219
1100219

THE TWO BOYS M-T AT THE CORNER.

- A. A
- *B. E
- C. I
- D. O
- E. U

1100220
1100220
1100220
1100220
1100220
1100220

PLEASE WIPE YOUR FEET ON THE M-T.

- *A. A
- B. E
- C. I
- D. O
- E. U

1100221
1100221
1100221
1100221
1100221
1100221

THE TALL SKINNY M-N HAD A HAT ON HIS HEAD.

- *A. A
- R. F
- C. I
- D. O
- E. U

1100222
1100222
1100222
1100222
1100222
1100222

WE COULDN'T FIND THE M-P TO CLEAN THE FLOOR.

- A. A
- R. E
- C. I
- *D. O
- F. U

1100223
1100223
1100223
1100223
1100223
1100223

THE SUN MAY T-N YOUR SKIN.

- A. U
- R. O
- C. I
- *D. A
- F. F

1100224
1100224
1100224
1100224
1100224
1100224

I WILL BE T-N YEARS OLD NEXT WEEK.

- A. A
- R. O
- *C. F
- D. I
- F. U

1100225
1100225
1100225
1100225
1100225
1100225

THE CAN WAS MADE OF T-N.

- A. A
- R. E
- *C. I
- D. O
- F. U

1100226
1100226
1100226
1100226
1100226
1100226

THE STUDENT WILL RECOGNIZE THE FIVE SHORT VOWEL SOUNDS IN WORDS
BY SAYING THE LETTER NAMES OF THE VOWEL SOUNDS HE HEARS IN WORDS
PRONOUNCED BY THE TEACHER. %15

0127

THE TEACHER WILL PRONOUNCE A WORD AND THE CHILD WILL RESPOND BY
SAYING THE LETTER NAME OF THE VOWEL SOUND.

0111

TEACHER SAYS, HAT.

A. CHILD SAYS, *A*.

1100714
1100714

TEACHER SAYS, HOP.

A. CHILD SAYS, *O*.

1100715
1100715

TEACHER SAYS, RID.

A. CHILD SAYS, *I*.

1100716
1100716

TEACHER SAYS, MAD.

A. CHILD SAYS, *A*.

1100717
1100717

TEACHER SAYS, CUP.

A. CHILD SAYS, *U*.

1100718
1100718

TEACHER SAYS, MET.	1100719
A. CHILD SAYS, *E*.	1100719
TEACHER SAYS, COT.	1100720
A. CHILD SAYS, *O*.	1100720
TEACHER SAYS, BET.	1100721
A. CHILD SAYS, *E*.	1100721
TEACHER SAYS, CUT.	1100722
A. CHILD SAYS, *U*.	1100722
TEACHER SAYS, PIN.	1100723
A. CHILD SAYS, *I*.	1100723
TEACHER SAYS, PEN.	1100724
A. CHILD SAYS, *E*.	1100724
TEACHER SAYS, NOT.	1100725
A. CHILD SAYS, *O*.	1100725
TEACHER SAYS, MUD.	1100726
A. CHILD SAYS, *U*.	1100726
TEACHER SAYS, BAT.	1100727
A. CHILD SAYS, *A*.	1100727
TEACHER SAYS, RIB.	1100728
A. CHILD SAYS, *I*.	1100728

THE STUDENT WILL RECOGNIZE THE FIVE SHORT VOWEL SOUNDS IN SIMILAR WORDS BY CHOOSING THE WORD THAT CORRECTLY NAMES THE PICTURE. #150 0130

LOOK AT THE FIRST PICTURE. NEXT TO IT THERE ARE THREE WORDS THAT ARE SIMILAR IN APPFARANCE. LOOK CAREFULLY AT THE VOWELS IN THESE WORDS. DECIDE WHICH WORD TELLS WHAT IS IN THE PICTURE, AND CHOOSE THAT WORD. *DEMONSTRATE ON THE CHALKBOARD.* DO THE SAME WITH EVERY PICTURE ON YOUR PAPER. 0113

PICTURE OF A PAN LID.	1100759
A. LED	1100759
*B. LID	1100759
C. LAD	1100759

PICTURE OF A HAT.	1100760
*A. HAT	1100760
B. HOT	1100760
C. HIT	1100760

PICTURE OF A CUP.	1100761
*A. CUP	1100761
B. CAP	1100761
C. COP	1100761

PICTURE OF A TOP.	1100762
A. TAP	1100762
B. TIP	1100762
*C. TOP	1100762

PICTURE OF THE COLOR RED.

- *A. RED.
- B. RID
- C. ROD

1100763
1100763
1100763
1100763

PICTURE OF A BOY SLIPPING ON A BANANA PEEL.

- A. SLOP
- *B. SLIP
- C. SLAP

1100764
1100764
1100764
1100764

PICTURE OF A FAN.

- *A. FAN
- B. FIN
- C. FUN

1100765
1100765
1100765
1100765

PICTURE OF A RUG.

- A. RIG
- B. RAG
- *C. RUG

1100766
1100766
1100766
1100766

PICTURE OF A RABBIT HOPPING.

- A. HIP
- *B. HOP
- C. HEP

1100767
1100767
1100767
1100767

PICTURE OF A FOUNTAIN PEN.

- *A. PEN
- B. PIN
- C. PUN

1100768
1100768
1100768
1100768

PICTURE OF A BUG.

- A. BIG
- *B. BUG
- C. BOG

1100769
1100769
1100769
1100769

PICTURE OF A BED.

- A. BUD
- B. BID
- *C. BED

1100770
1100770
1100770
1100770

PICTURE OF A GREEN SWIM FIN.

- A. FAN
- B. FUN
- *C. FIN

1100771
1100771
1100771
1100771

PICTURE OF A SCOWLING ANGRY FACE.

- A. MID
- *B. MAD
- C. MUD

1100772
1100772
1100772
1100772

PICTURE OF A CLOCK.

- *A. CLOCK
- B. CLUCK
- C. CLICK

1100773
1100773
1100773
1100773

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF LONG VOWEL SOUNDS BY
IDENTIFYING WORDS THAT DO OR DO NOT CONTAIN THE LONG VOWEL

0015

OUND. #50

CHOOSE THE WORD THAT DOES *NOT* CONTAIN A LONG VOWEL SOUND.

0014

- A. RAIN
- B. PROGRAM
- C. CUBE
- *D. SINCE
- F. ROW

1100042
1100042
1100042
1100042
1100042

- A. WAIT
- B. COAT
- C. PIE
- D. RED

1100043
1100043
1100043
1100043

- A. NEED
- B. EAST
- *C. SCRUB
- D. CUTE

1100044
1100044
1100044
1100044

COUNT THE NUMBER OF WORDS IN THE GROUP THAT CONTAIN *LONG* VOWEL SOUNDS. SELECT THE NUMBER BELOW.

0015

DIE, POT, SKATE, SAT

- A. ONE
- *B. TWO
- C. THREE
- D. FOUR

1100045
1100045
1100045
1100045
1100045

NINE, SWING, COOK, COW

- A. NONE
- B. ALL
- *C. ONE
- D. TWO

1100047
1100047
1100047
1100047
1100047

THE STUDENT WILL RECOGNIZE A LONG VOWEL IN THE 1ST SYLLABLE OF A TWO SYLLABLE WORD BY CHOOSING THE WORD WHICH CONTAINS A LONG VOWEL IN THE 1ST SYLLABLE. #20

0042

CHOOSE THE WORD THAT HAS A LONG VOWEL IN THE 1ST SYLLABLE.

0042

- A. FARBIT
- B. HABIT
- *C. PAPER
- D. LADDER

1100126
1100126
1100126
1100126

- A. RIDDLE
- *B. SPIDER
- C. BRIDGE
- D. ENGINE

1100127
1100127
1100127
1100127

THE STUDENT WILL DISTINGUISH BETWEEN LONG VOWEL SOUNDS BY SELECTING THE CORRECT VOWEL TO COMPLETE A WORD IN A SENTENCE. #120

0061

SELECT THE LONG VOWEL SOUND THAT WILL COMPLETE THE WORD TO FIT IN THE SENTENCE.

0063

HE SWIMS AT THE L-KE.

- *A. A
- B. E
- C. I
- D. O
- E. U

1100227
1100227
1100227
1100227
1100227
1100227

SHE HAD TO ST-Y AFTER SCHOOL.

- A. U
- B. O
- C. I
- D. E
- *E. A

1100228
1100228
1100228
1100228
1100228
1100228

WE FORGOT TO F-ED THE DOG.

- A. A
- B. I
- *C. E
- D. O
- E. U

1100229
1100229
1100229
1100229
1100229
1100229

THE BOOK IS MINE. IT BELONGS TO M-.

- A. A
- B. I
- C. O
- D. U
- *E. E

1100230
1100230
1100230
1100230
1100230
1100230

HE TOY WAS BR-KEN.

- A. A
- B. E
- C. I
- *D. O
- F. U

1100231
1100231
1100231
1100231
1100231
1100231

I S-LD MY BIKE FOR \$20.00.

- A. U
- *B. O
- C. I
- D. E
- F. A

1100232
1100232
1100232
1100232
1100232
1100232

THE KITTEN FOLLOWED ME H-MF.

- A. A
- B. E
- C. I
- *D. O
- F. U

1100233
1100233
1100233
1100233
1100233
1100233

I CAN'T -SE YOURS.

- A. A
- B. E
- C. I
- D. O
- *E. U

1100234
1100234
1100234
1100234
1100234
1100234

I LIVE IN THE -NITED STATES.

- A. A

1100235
1100235

A. E
B. I
C. O
*D. U

1100235
1100235
1100235
1100235

WILL SOON BE N-NE YEARS OLD.

A. A
B. E
*C. I
D. O
E. U

1100236
1100236
1100236
1100236
1100236
1100236

YOU ARE HAPPY WHEN YOU SM-LE.

A. A
B. E
*C. I
D. O
E. U

1100237
1100237
1100237
1100237
1100237
1100237

I FELL DOWN ON THE S-DEWALK.

A. A
B. F
*C. I
D. O
E. U

1100238
1100238
1100238
1100238
1100238
1100238

THE STUDENT WILL RECOGNIZE THE FIVE LONG VOWEL SOUNDS IN WORDS
BY SAYING THE LETTER NAMES OF THE VOWEL SOUNDS HE HEARS IN WORDS
PRONOUNCED BY THE TEACHER. 114

0128

THE TEACHER WILL PRONOUNCE A WORD AND THE CHILD WILL RESPOND BY
SAYING THE LETTER NAME OF THE VOWEL SOUND.

TEACHER SAYS, ROBE.
A. CHILD SAYS, *O*.

1100729
1100729

TEACHER SAYS, HUGE.
A. CHILD SAYS, *U*.

1100730
1100730

TEACHER SAYS, NOTE.
A. CHILD SAYS, *O*.

1100731
1100731

TEACHER SAYS, HIDE.
A. CHILD SAYS, *I*.

1100732
1100732

TEACHER SAYS, SEE.
A. CHILD SAYS, *E*.

1100733
1100733

TEACHER SAYS, CAVE.
A. CHILD SAYS, *A*.

1100734
1100734

TEACHER SAYS, CUTE.
A. CHILD SAYS, *U*.

1100735
1100735

TEACHER SAYS, PIE.
A. CHILD SAYS, *I*.

1100736
1100736

TEACHER SAYS, SEED.

1100737

A. CHILD SAYS, *E*.	1100737
TEACHER SAYS, PLATE.	1100738
A. CHILD SAYS, *A*.	1100738
TEACHER SAYS, CAGE.	1100740
A. CHILD SAYS, *A*.	1100740
TEACHER SAYS, BOAT.	1100741
A. CHILD SAYS, *O*.	1100741
TEACHER SAYS, BLUE.	1100742
A. CHILD SAYS, *U*.	1100742
TEACHER SAYS, MEAN.	1100743
A. CHILD SAYS, *E*.	1100743

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF LONG-VOWEL SOUNDS BY CHOOSING FROM THREE VOWELS THE ONE WHICH IS HEARD IN THE NAME OF THE GIVEN PICTURE. *02*	0822
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DIRECTIONS-- LOOK AT THE PICTURE AT THE BEGINNING OF THE ROW AND THEN CHOOSE THE VOWEL WHOSE LONG SOUND YOU HEAR WHEN YOU SAY THE NAME OF THE PICTURE.	0828
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PICTURE OF BOAT	1105717
A. A	1105717
B. E	1105717
*C. O	1105717

PICTURE OF SEED	1105718
A. A	1105718
*B. E	1105718
C. O	1105718

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE SOUND OF THE LONG *E* WITHIN WORDS BY IDENTIFYING THE SOUND WHEN HE HEARS IT WITH A *YES* OR *NO* RESPONSE WHEN A LIST OF WORDS IS READ TO HIM, ONE WORD AT A TIME. *16*	0312
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DIRECTIONS-- I AM GOING TO READ A LIST OF WORDS TO YOU. I WANT YOU TO LISTEN FOR THE LONG *E* SOUND. SOME OF THE WORDS HAVE THE LONG *E* SOUND, AND OTHERS DO NOT HAVE THAT SOUND. AS I SAY EACH WORD, ANSWER *YES* IF YOU HEAR THE LONG *E* SOUND AND *NO* IF YOU DO NOT HEAR THE LONG *E* SOUND.	
--	--

BEACH	1103179
A. YES	1103179

MEAN	1103180
A. NO	1103180

ROAM	1103181
A. NO	1103181

TIME	1103182
A. NO	1103182
SHOP	1103183
A. NO	1103183
FEEL	1103184
A. YES	1103184
READ	1103185
A. YES	1103185
HOME	1103186
A. NO	1103186
ACT	1103187
A. NO	1103187
EACH	1103188
A. YES	1103188
TEMPT	1103189
A. NO	1103189
BLACK	1103190
A. NO	1103190
FREE	1103191
A. YES	1103191
LEAVES	1103192
A. YES	1103192
HORN	1103193
A. NO	1103193
LED	1103194
A. NO	1103194

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE SOUND OF THE LONG *I* WITHIN WORDS BY IDENTIFYING THE SOUND WHEN HE HEARS IT WITH A *YES* OR *NO* RESPONSE WHEN A LIST OF WORDS IS READ TO HIM, ONE WORD AT A TIME. #16# 0314

DIRECTIONS-- I AM GOING TO READ A LIST OF WORDS TO YOU. I WANT YOU TO LISTEN FOR THE LONG *I* SOUND. SOME OF THE WORDS HAVE THE LONG *I* SOUND AND OTHERS DO NOT HAVE THAT SOUND. IF YOU HEAR THE LONG *I* SOUND, SAY *YES* AND SAY *NO* IF YOU DO NOT HEAR THE LONG *I* SOUND.

CRY	1103212
A. YES	1103212
FISH	1103213
A. NO	1103213
TEETH	1103214
A. NO	1103214

FIND
A. YES

1103215
1103215

FND
A. NO

1103216
1103216

ICE
A. YES

1103217
1103217

ITCH
A. NO

1103218
1103218

FIGHT
A. YES

1103219
1103219

SFND
A. NO

1103220
1103220

TIME
A. YES

1103221
1103221

BID
A. NO

1103222
1103222

RUD
A. NO

1103223
1103223

BITE
A. YES

1103224
1103224

TOE
A. NO

1103225
1103225

RHYME
A. YES

1103226
1103226

RING
A. NO

1103227
1103227

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE SOUND OF THE LONG
 O WITHIN WORDS BY IDENTIFYING THE SOUND WHEN HE HEARS IT WITH
 A *YES* OR *NO* RESPONSE WHEN A LIST OF WORDS IS READ TO HIM,
 ONE WORD AT A TIME. §16a

0316

DIRECTIONS-- I AM GOING TO READ A LIST OF WORDS TO YOU. I WANT
 YOU TO LISTEN FOR THE LONG *O* SOUND. SOME OF THE WORDS HAVE THE
 LONG *O* SOUND, AND OTHERS DO NOT HAVE THAT SOUND. AS I SAY
 EACH WORD, ANSWER *YES* IF YOU HEAR THE LONG *O* SOUND AND *NO*
 IF YOU DO NOT HEAR THAT SOUND.

LONG	1103244
A. NO	1103244
HOME	1103245
A. YES	1103245
SOME	1103246
A. NO	1103246
FUN	1103247
A. NO	1103247
TOPS	1103248
A. NO	1103248
TOAST	1103249
A. YES	1103249
RISE	1103250
A. NO	1103250
STEP	1103251
A. NO	1103251
LOW	1103252
A. YES	1103252
BLUE	1103253
A. NO	1103253
CLOCK	1103254
A. NO	1103254
SODA	1103255
A. YES	1103255
COAT	1103256
A. YES	1103256
COT	1103257
A. NO	1103257
HOLE	1103258
A. YES	1103258
SHOE	1103259
A. NO	1103259

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE SOUND OF THE LONG *U* WITHIN WORDS BY IDENTIFYING THE SOUND WHEN HE HEARS IT WITH A *YES* OR *NO* RESPONSE WHEN A LIST OF WORDS IS READ TO HIM. ONE WORD AT A TIME. *16p

0318

DIRECTIONS-- I AM GOING TO READ A LIST OF WORDS TO YOU. I WANT YOU TO LISTEN FOR THE LONG *U* SOUND. SOME WORDS HAVE THE LONG *U* SOUND, AND OTHERS DO NOT. AS I SAY EACH WORD, ANSWER *YES* IF YOU HEAR THE LONG *U* SOUND AND *NO* IF YOU DO NOT HEAR THE LONG *U* SOUND.

TUNE

A. YES

1103276
1103276

UNDER

A. NO

1103277
1103277

FULL

A. NO

1103278
1103278

TAN

A. NO

1103279
1103279

TUESDAY

A. YES

1103280
1103280

TURRA

A. YES

1103281
1103281

REST

A. NO

1103282
1103282

FINE

A. NO

1103283
1103283

RULE

A. YES

1103284
1103284

SUIT

A. YES

1103285
1103285

GO

A. NO

1103286
1103286

MUSIC

A. YES

1103287
1103287

RODE

A. NO

1103288
1103288

RIDE

A. YES

1103290
1103290

FATE

A. NO

1103291
1103291

RAT

A. NO

1103292
1103292

DIPHTHONGS

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF DIPHTHONGS BY CHOOSING THE PROPER DIPHTHONG TO COMPLETE A WORD. 140

0039

CHOOSE THE DIPHTHONG THAT MAKES A REAL WORD.

039

SC--T

- A. OW
- B. OI
- C. OY
- *D. OU

1100120
1100120
1100120
1100120
1100120

BL--SE

- A. EW
- B. OI
- C. OW
- *D. OU

1100121
1100121
1100121
1100121
1100121

JP--L

- A. EW
- *B. OI
- C. OY
- D. OW

1100122
1100122
1100122
1100122
1100122

T--

- A. EW
- B. OI
- *C. OY
- D. OU

1100123
1100123
1100123
1100123
1100123

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE SOUND OF THE DIPHTHONGS *OI* AND *OY* WITHIN WORDS BY IDENTIFYING THE SOUND WHEN HE HEARS IT, WITH A *YES* OR *NO* RESPONSE, WHEN A LIST OF WORDS IS READ TO HIM, ONE WORD AT A TIME. 130

0328

DIRECTIONS-- I AM GOING TO READ A LIST OF WORDS TO YOU, I WANT YOU TO LISTEN FOR THE SOUND OF *OY*. SOME WORDS HAVE THE *OY* SOUND AND OTHERS DO NOT HAVE THAT SOUND. AS I SAY EACH WORD, ANSWER *YES* IF YOU HEAR THE *OY* SOUND, AND *NO* IF YOU DO NOT HEAR THE *OY* SOUND.

LOBSTER

- A. NO

1103420
1103420

AHOY

- A. YES

1103421
1103421

MOIST

- A. YES

1103422
1103422

RUINED
A. NO

1103423
1103423

NOISY
A. YES

1103424
1103424

LIKE
A. NO

1103425
1103425

VOYAGE
A. YES

1103426
1103426

CAMP
A. NO

1103427
1103427

VOICE
A. YES

1103428
1103428

LOYAL
A. YES

1103429
1103429

LOUD
A. NO

1103430
1103430

ERASER
A. NO

1103431
1103431

SPOIL
A. YES

1103432
1103432

THE STUDENT WILL RECOGNIZE WORDS CONTAINING THE *OW* SOUND AS
HEARD IN THE WORD *COW* BY IDENTIFYING THE WORD IN A GROUP THAT
HAS THIS SOUND. %30

0038

WHICH WORD CONTAINS THE VOWEL SOUND HEARD IN THE WORD *COW*?
CHOOSE THE WORD YOU THINK HAS THIS SOUND.

0038

- A. SNOW
- B. THROUGH
- C. SHOW
- *D. PLOW

1100117
1100117
1100117
1100117

- A. CROW
- *B. GROUND
- C. TOMORROW
- D. SLOW

1100118
1100118
1100118
1100118

- A. WINDOW
- B. YELLOW
- C. RAINBOW
- *D. MOUTH

1100119
1100119
1100119
1100119

THE STUDENT WILL RECOGNIZE THE DIFFERENCE BETWEEN THE SOUNDS OF
THE VOWEL DIPHTHONG *OW* WHEN GIVEN A SERIES OF WORDS BY INDICA-
TING WHETHER EACH WORD HAS A LONG *O* OR *OW* SOUND. %150

0218

DIRECTIONS-- READ EACH *OW* WORD. THEN LIST EACH IN THE CORRECT COLUMN.

0199

BROWN

- A. LONG *O* SOUND
- *B. *OW* SOUND

1101973
1101973
1101973

GROW

- *A. LONG *O* SOUND
- B. *OW* SOUND

1101974
1101974
1101974

DOWN

- A. LONG *O* SOUND
- *B. *OW* SOUND

1101975
1101975
1101975

TOWN

- A. LONG *O* SOUND
- *B. *OW* SOUND

1101976
1101976
1101976

SHOW

- *A. LONG *O* SOUND
- R. *OW* SOUND

1101977
1101977
1101977

CLOWN

- A. LONG *O* SOUND
- *B. *OW* SOUND

1101978
1101978
1101978

CROW

- *A. LONG *O* SOUND
- B. *OW* SOUND

1101979
1101979
1101979

FLOWER

- A. LONG *O* SOUND
- *B. *OW* SOUND

1101980
1101980
1101980

SNOW

- *A. LONG *O* SOUND
- R. *OW* SOUND

1101981
1101981
1101981

SLOW

- *A. LONG *O* SOUND
- B. *OW* SOUND

1101982
1101982
1101982

FROWN

- A. LONG *O* SOUND
- *B. *OW* SOUND

1101983
1101983
1101983

THROW

- *A. LONG *O* SOUND
- B. *OW* SOUND

1101984
1101984
1101984

HOW

- A. LONG *O* SOUND
- *B. *OW* SOUND

1101985
1101985
1101985

LOW

- *A. LONG *O* SOUND
- B. *OW* SOUND

1101986
1101986
1101986

COW

1101987

A. LONG *O* SOUND
*B. *OW* SOUND

1101987
1101987

PHONEMES

THE STUDENT CAN RECOGNIZE CERTAIN PHONEME-GRAPHEME CORRESPONDENCES IN WORDS BY IDENTIFYING EXAMPLES IN A LIST. 305h.

0957

CROOK HAS THE SAME MIDDLE SOUND AS _____.

1106686
1106686
1106686
1106686
1106686
1106686

- *A. SHOOK
- B. MOON
- C. ROOM
- D. DROOP
- E. FOOD

BOWL HAS THE SAME VOWEL SOUND AS _____.

1106687
1106687
1106687
1106687
1106687
1106687

- A. COW
- *B. BOAT
- C. SHOE
- D. WOULD
- E. NOW

THE WORD CITY BEGINS WITH THE SAME SOUND AS _____.

1106688
1106688
1106688
1106688
1106688
1106688

- A. CAGE
- *B. SEEM
- C. KEEP
- D. SHOW
- E. CARE

THE WORD COOK HAS THE SAME MIDDLE SOUND AS _____.

1106689
1106689
1106689
1106689
1106689
1106689

- A. SOUND
- *B. WOULD
- C. TOOTH
- D. LOOP
- E. SOUP

THE WORD NONE HAS THE SAME VOWEL SOUND IN THE MIDDLE AS _____.

1106690
1106690
1106690
1106690
1106690
1106690

- A. KNOWN
- B. PHONE
- *C. PUNCH
- D. CUTE
- F. GONE

SCHWA

GIVEN FOUR WORD LISTS, THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE *SCHWA* SOUND BY SELECTING THE LIST OF WORDS IN WHICH EVERY WORD CONTAINS THE SOUND. %10

0011

CHOOSE THE LIST THAT CONTAINS WORDS ALL HAVING THE *SCHWA* SOUND.

0010

- A. ATE, AIM, ABLE
- *B. ABOUT, AROUND, AGAINST
- C. AT, APPLE, ANSWER
- D. SCAT, STAY, SPACE

1100036
1100036
1100036
1100036

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE *SCHWA* SOUND BY CHOOSING THE WORD THAT BEGINS WITH THE *SCHWA* SOUND IN EACH GROUP. %70

0765

LOOK AT EACH WORD. CHOOSE THE WORD THAT BEGINS WITH THE *SCHWA* SOUND.

0774

- A. APRON
- *B. ALONE
- C. APPLE

1104782
1104782
1104782

- *A. AHEAD
- B. ALL
- C. ALSO

1104783
1104783
1104783

- A. AFTER
- B. ALMOST
- *C. AWAY

1104784
1104784
1104784

- *A. AGAIN
- B. APPLE
- C. O'CLOCK

1104785
1104785
1104785

- A. APRON
- *B. AGO
- C. AFTER

1104786
1104786
1104786

- *A. ABOUT
- B. EACH
- C. OPEN

1104787
1104787
1104787

- A. APRIL
- B. APPLE
- *C. ALIVE

1104788
1104788
1104788

SYLLABLES

THE STUDENT WILL RECOGNIZE WORDS MADE UP OF TWO SYLLABLES BY SELECTING LISTS CONTAINING ONLY TWO-SYLLABLE WORDS. %10

0020

CHOOSE THE LIST WHERE ALL FOUR WORDS CONTAIN TWO SYLLABLES EACH.

0022

- A. POCKET, SLEEP, TRADED, RACE
- *B. AFTER, VISIT, NEVER, SANDWICH
- C. CHANGED, FIXES, FIXED, LAND
- D. UNHAPPY, RELEASING, MAGICAL, CERTAINLY

1100059
1100059
1100059
1100059

THE STUDENT WILL RECOGNIZE WORDS MADE UP OF THREE SYLLABLES BY
SELECTING LISTS CONTAINING ONLY THREE-SYLLABLE WORDS. #1

0021

CHOOSE THE LIST WHERE ALL FOUR WORDS CONTAIN THREE SYLLABLES
EACH.

0023

- A. AUDITORIUM, GEOGRAPHY, POETRY, PIANO
- *B. WONDERFUL, SATISFY, TERRIBLE, CONNECTION
- C. MAGNET, ADVISE, BROKEN, PANEL
- D. PRESENT, INFORMATION, SCHOOL, SAYING

1100060
1100060
1100060
1100060

THE STUDENT WILL RECOGNIZE THE NUMBER OF SYLLABLES IN A WORD BY
INDICATING HOW MANY SYLLABLES ARE IN A GIVEN WORD. #8

0085

SELECT THE NUMERAL WHICH TELLS HOW MANY SYLLABLES ARE IN A GIVEN
WORD.

0093

DICTIONARY

1100372
1100372
1100372
1100372

- A. 1
- B. 3
- *C. 4

DELICIOUS

1100373
1100373
1100373
1100373

- A. 2
- B. 4
- *C. 3

BEAUTIFUL

1100374
1100374
1100374
1100374

- A. 5
- *B. 3
- C. 4

SPECIAL

1100375
1100375
1100375
1100375

- *A. 2
- B. 3
- C. 1

NATIONAL

1100376
1100376
1100376
1100376

- A. 1
- *B. 3
- C. 2

PROFITABLE

1100377
1100377
1100377
1100377

- A. 5
- B. 2
- *C. 4

PROPERTY

- A. 2
- B. 4
- *C. 3

PRESENT

- A. 1
- *B. 2
- C. 4

1100378
1100378
1100378
1100378

1100379
1100379
1100379
1100379

THE STUDENT WILL RECALL RULES FOR SEPARATING A WORD INTO SYLLABLES BY CHOOSING THE SYLLABLE SEPARATION. %10

0250

INSTRUCTIONS-- SEPARATE THE FOLLOWING WORDS INTO SYLLABLES BY DRAWING A LINE BETWEEN THE SYLLABLES.

0222

HANDLE

- A. HAN/DLE

1102335
1102335

LIGHTNING

- A. LIGHT/NING

1102336
1102336

CERTAIN

- A. CER/TAIN

1102337
1102337

HANDFUL

- A. HAND/FUL

1102338
1102338

PERFUME

- A. PER/FUME

1102339
1102339

PRACTICE

- A. PRAC/TICE

1102340
1102340

TRAFFIC

- A. TRAF/FIC

1102341
1102341

MATTER

- A. MAT/TER

1102342
1102342

PUMPKINS

- A. PUMP/KINS

1102343
1102343

TURKEY

- A. TUR/KEY

1102344
1102344

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF CORRECT PRONUNCIATION BY INDICATING WHICH SYLLABLE IN A GIVEN WORD IS ACCENTED. %6

0086

INDICATE WHICH SYLLABLE IS ACCENTED IN THE GIVEN WORD.

0094

POSSIBLE

- *A. FIRST
- B. SECOND
- C. THIRD

1100380
1100380
1100380
1100380

REQUIREMENT

- A. FIRST
- *B. SECOND
- C. THIRD

1100381
1100381
1100381
1100381

NAVIGATION

- A. FIRST
- B. FOURTH
- *C. THIRD

1100382
1100382
1100382
1100382

UNDERSTAND

- A. FIRST
- B. SECOND
- *C. THIRD

1100383
1100383
1100383
1100383

EXAMPLE

- A. FIRST
- *B. SECOND
- C. THIRD

1100384
1100384
1100384
1100384

RECOMMEND

- A. FIRST
- B. SECOND
- *C. THIRD

1100385
1100385
1100385
1100385

MECHANICS

DIRECTIONS

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF DIRECTIONS BY SELECTING THE CORRECT RESPONSE TO A QUESTION ABOUT A GIVEN DIRECTION. *15"

0612

DIRECTIONS - YOU WILL BE GIVEN A SET OF DIRECTIONS. READ THE DIRECTIONS CAREFULLY. THEN ANSWER THE FOLLOWING QUESTIONS ABOUT THE DIRECTIONS BY CHOOSING THE CORRECT RESPONSE.

0618

DIRECTIONS - FIND THE BIG BOX. DRAW A CIRCLE AROUND IT.

YOU ARE TO FIND THE _____.

9605

- *A. BIG BOX
- B. SMALL BOX
- C. OPENED BOX

9605
9605
9605

YOU ARE TO DRAW A _____.

9606

- A. LINE UNDER IT
- *B. CIRCLE AROUND IT
- C. LINE OVER IT

9606
9606
9606

DIRECTIONS - YOU WILL BE GIVEN A SET OF DIRECTIONS. READ THE

0620

DIRECTIONS CAREFULLY. THEN ANSWER THE FOLLOWING QUESTIONS ABOUT THE DIRECTIONS BY CHOOSING THE CORRECT RESPONSE.

DIRECTIONS - DRAW A LINE ABOVE THE PICTURE OF A BANANA.

YOU ARE TO LOOK FOR _____.

- A. A PICTURE OF AN ORANGE
- B. A PICTURE OF AN APPLE
- *C. A PICTURE OF A BANANA

9611
9611
9611
9611

YOU ARE TO DRAW _____.

- A. A LINE UNDER THE PICTURE OF A BANANA
- B. A LINE ABOVE THE PICTURE OF AN ORANGE
- *C. A LINE ABOVE THE PICTURE OF A BANANA

9612
9612
9612
9612

DIRECTIONS - YOU WILL BE GIVEN A SET OF DIRECTIONS. READ THE DIRECTIONS CAREFULLY. THEN ANSWER THE FOLLOWING QUESTIONS ABOUT THE DIRECTIONS BY CHOOSING THE CORRECT RESPONSE.

0621

DIRECTIONS - PUT TWO LINES UNDER THE TREE.

YOU ARE TO FIND A _____.

- A. BUSH
- *B. TREE
- C. FLOWER

9613
9613
9613
9613

YOU ARE TO DRAW _____.

- A. ONE LINE
- *B. TWO LINES
- C. THREE LINES

9614
9614
9614
9614

WHICH IS CORRECT?

- A. A BUSH WITH 3 LINES UNDER IT
- B. A FLOWER WITH ONE LINE UNDER IT
- *C. A TREE WITH TWO LINES UNDER IT

9615
9615
9615
9615

DIRECTIONS - YOU WILL BE GIVEN A SET OF DIRECTIONS. READ THE DIRECTIONS CAREFULLY. THEN ANSWER THE FOLLOWING QUESTIONS ABOUT THE DIRECTIONS BY CHOOSING THE CORRECT RESPONSE.

0622

DIRECTIONS - DRAW A LINE FROM THE STAR TO THE MOON.

YOU ARE TO FIND _____.

- A. A STAR AND THE SUN
- B. THE SUN AND THE MOON
- *C. A STAR AND THE MOON

9616
9616
9616
9616

YOU ARE TO DRAW _____.

- *A. A LINE
- B. AN ARROW
- C. A CIRCLE

9617
9617
9617
9617

DIRECTIONS - YOU WILL BE GIVEN A SET OF DIRECTIONS. READ THE DIRECTIONS CAREFULLY. THEN ANSWER THE FOLLOWING QUESTIONS ABOUT THE DIRECTIONS BY CHOOSING THE CORRECT RESPONSE.

0623

DIRECTIONS - DRAW AN ARROW FROM THE SQUARE TO THE CIRCLE.

YOU ARE TO FIND _____.

- A. A SQUARE AND A TRIANGLE
- *B. A CIRCLE AND A SQUARE

9619
9619
9619

C. A SQUARE AND A TRIANGLE

9619

YOU ARE TO DRAW FROM THE SQUARE TO THE

9620

- *A. CIRCLE
- B. TRIANGLE
- C. SQUARE

9620

9620

9620

DIRECTIONS - YOU WILL BE GIVEN A SET OF DIRECTIONS. READ THE DIRECTIONS CAREFULLY. THEN ANSWER THE FOLLOWING QUESTIONS ABOUT THE DIRECTIONS BY CHOOSING THE CORRECT RESPONSE.

0624

DIRECTIONS - YOU ARE TO FIND OUT WHETHER MAGNETS PICK UP WOODEN OBJECTS. COLLECT THE FOLLOWING OBJECTS - A TOOTHPICK, A STICK, AND A BLOCK OF WOOD. HOLD THE MAGNET OVER THE TOOTHPICK. DO THE SAME WITH THE STICK AND THE WOODEN BLOCK. DOES THE MAGNET PICK UP ANY OF THESE OBJECTS?

YOU ARE TO FIND OUT IF MAGNETS PICK UP _____.

9622

- A. METAL OBJECTS
- B. PLASTIC OBJECTS
- *C. WOODEN OBJECTS

9622

9622

9622

FIRST YOU ARE TO HOLD THE MAGNET OVER THE _____.

9623

- *A. TOOTHPICK
- B. STICK
- C. WOODEN BLOCK

9623

9623

9623

DIRECTIONS - YOU WILL BE GIVEN A SET OF DIRECTIONS. READ THE DIRECTIONS CAREFULLY. THEN ANSWER THE FOLLOWING QUESTIONS ABOUT THE DIRECTIONS BY CHOOSING THE CORRECT RESPONSE.

0625

DIRECTIONS - THIS IS A GAME TO TEST YOUR MEMORY. ONE CHILD IS SELECTED TO LEAVE THE ROOM. ANOTHER IS SELECTED TO HIDE. THE OTHER CHILDREN CHANGE SEATS. THE CHILD WHO LEFT THE ROOM IS ASKED TO RETURN. HE MUST TRY TO GUESS WHO IS HIDING.

THIS IS A GAME TO TEST YOUR _____.

9624

- A. RUNNING
- *B. MEMORY
- C. HIDING

9624

9624

9624

WHEN THE CHILD RETURNS TO THE ROOM, HE IS TO _____.

9625

- *A. GUESS WHO IS MISSING IN THE ROOM
- B. GUESS WHO IS IN THE WRONG SEAT
- C. FIND A DIFFERENT SEAT IN THE ROOM

9625

9625

9625

9625

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO FOLLOW DIRECTIONS GIVEN IN SEQUENTIAL ORDER BY PERFORMING THE GIVEN TASKS AFTER LISTENING TO THE DIRECTIONS FOR THE TASKS. 805P

0901

DIRECTIONS-- I WILL TELL YOU THREE THINGS TO DO AT A TIME. AFTER YOU HAVE LISTENED CAREFULLY YOU WILL DO WHAT I TOLD YOU TO DO IN THE ORDER THAT I TOLD YOU TO DO IT.

0886

RAISE ONE HAND
RAISE ONE FOOT
HOP TWO TIMES.

1106173

1106173

1106173

1106173

A. CHILD WILL FOLLOW DIRECTIONS.

CLAP YOUR HANDS TWO TIMES
BLINK YOUR EYES ONCE
JUMP TWICE
A. CHILD WILL FOLLOW DIRECTIONS.

1106174
1106174
1106174
1106174

TURN AROUND
SIT DOWN
STAND UP
A. CHILD WILL FOLLOW DIRECTIONS.

1106175
1106175
1106175
1106175

WALK THREE STEPS FORWARD
WALK ONE STEP BACK
JUMP ONCE IN PLACE
A. CHILD WILL FOLLOW DIRECTIONS.

1106176
1106176
1106176
1106176

HOP ONCE ON THE FOOT NEAR THE WINDOW
HOP ONCE ON THE FOOT NEAR THE DOOR
JUMP TWICE ON BOTH FEET
A. CHILD WILL FOLLOW DIRECTIONS.

1106177
1106177
1106177
1106177

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO FOLLOW DIRECTIONS BY
PERFORMING THE GIVEN TASK AFTER LISTENING TO THE DIRECTIONS FOR
THAT TASK. 1100

0900

DIRECTIONS-- I WILL TELL YOU TO DO SOMETHING. AFTER YOU HAVE
LISTENED CAREFULLY, YOU WILL DO WHAT I TOLD YOU TO DO.

0885

JUMP
A. CHILD WILL FOLLOW DIRECTIONS.

1106163
1106163

HOP ON ONE FOOT
A. CHILD WILL FOLLOW DIRECTIONS.

1106164
1106164

TURN AROUND
A. CHILD WILL FOLLOW DIRECTIONS.

1106165
1106165

SIT DOWN
A. CHILD WILL FOLLOW DIRECTIONS.

1106166
1106166

STAND UP
A. CHILD WILL FOLLOW DIRECTIONS.

1106167
1106167

RAISE THE HAND NEAR THE WINDOW SLOWER IT
A. CHILD WILL FOLLOW DIRECTIONS.

1106168
1106168

WIGGLE YOUR THUMBS
A. CHILD WILL FOLLOW DIRECTIONS.

1106169
1106169

BLINK YOUR EYES
A. CHILD WILL FOLLOW DIRECTIONS.

1106170
1106170

CLAP YOUR HANDS THREE TIMES
A. CHILD WILL FOLLOW DIRECTIONS.

1106171
1106171

SAY YOUR NAME
A. CHILD WILL FOLLOW DIRECTIONS

1106172
1106172

 THE STUDENT WILL DEMONSTRATE HIS ABILITY TO COMPREHEND AND FOLLOW
 WRITTEN DIRECTIONS BY READING A GIVEN SET OF DIRECTIONS AND
 FOLLOWING THEM. 108

0921

DIRECTIONS - READ THE DIRECTION. DO WHAT IT TELLS YOU.

0907

DRAW A HOUSE.

1106346

A. ACCEPT ANY BUILDING-LIKE STRUCTURE.

1106346

DRAW FOUR WINDOWS IN THE HOUSE.

1106347

A. MUST BE WITHIN THE STRUCTURE.

1106347

DRAW A TREE NEXT TO THE HOUSE.

1106348

A. ACCEPT ANY PLANT-LIKE STRUCTURE NOT TOUCHING THE HOUSE.

1106348

COLOR THE LEAVES ON THE TREE GREEN.

1106349

A. TOP PART OF TREE MUST BE GREEN.

1106349

COLOR TWO WINDOWS IN THE HOUSE BLUE.

1106350

A. TWO WINDOWS MUST BE BLUE.

1106350

COLOR TWO WINDOWS IN THE HOUSE YELLOW.

1106351

A. TWO WINDOWS MUST BE YELLOW.

1106351

DRAW A CHIMNEY ON THE ROOF.

1106352

A. ACCEPT ANY BOX-LIKE STRUCTURE ON TOP PART OF THE HOUSE.

1106352

DRAW ANY FOUR THINGS YOU WOULD LIKE YOUR PICTURE TO HAVE.

1106353

A. ACCEPT ANY FOUR ADDITIONAL OBJECTS.

1106353

 CONTRACTIONS

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF CONTRACTIONS
 WHEN PRESENTED A GIVEN LIST OF CONTRACTIONS BY WRITING THE TWO
 WORDS WHICH FORM THE CONTRACTION. 115

0165

TEACHER TELLS CHILD-- EACH WORD ON YOUR SHEET IS A
 CONTRACTION. DECIDE WHICH WORDS WERE PUT TOGETHER TO FORM THE
 CONTRACTION AND WRITE THOSE WORDS NEXT TO IT.

0166

I'M

1101631

A. I AM

1101631

ISN'T

1101632

A. IS NOT

1101632

THEY'RE

1101633

A. THEY ARE

1101633

DOESN'T

1101634

A. DOES NOT	1101634
WE'VE	1101635
A. WE HAVE	1101635
HE'S	1101636
A. HE IS	1101636
AREN'T	1101637
A. ARE NOT	1101637
YOU'LL	1101638
A. YOU WILL	1101638
DON'T	1101639
A. DO NOT	1101639
YOU'VE	1101640
A. YOU HAVE	1101640
HASN'T	1101641
A. HAS NOT	1101641
WE'RE	1101642
A. WE ARE	1101642
IT'S	1101643
A. IT IS	1101643
WON'T	1101644
A. WILL NOT	1101644
LET'S	1101645
A. LET US	1101645

THE STUDENT WILL APPLY A COMPREHENSION OF CONTRACTIONS WHEN PRESENTED GIVEN PAIRS OF WORDS BY WRITING CONTRACTIONS FORMED BY COMBINING EACH PAIR. 113

TEACHER TELLS CHILD-- EACH PAIR OF WORDS BELOW CAN BE COMBINED TO FORM A CONTRACTION. WRITE THE NEW CONTRACTION NEXT TO EACH PAIR. 0167

THEY ARE	1101646
A. THEY'RE	1101646
DO NOT	1101647
A. DON'T	1101647
WE WILL	1101648
A. WE'LL	1101648
IS NOT	1101649
A. ISN'T	1101649
LET US	1101650
A. LET'S	1101650
	1101651

A. IT'S	1101651
WE ARE	1101654
A. WE'RE	1101654
ARE NOT	1101655
A. AREN'T	1101655
HE IS	1101656
A. HE'S	1101656
I AM	1101657
A. I'M	1101657
HAS NOT	1101658
A. HASN'T	1101658
THEY WILL	1101659
A. THEY'LL	1101659
DOES NOT	1101660
A. DOESN'T	1101660

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF CONTRACTIONS WHEN PRESENTED A GIVEN SET OF SENTENCES BY CHOOSING THE CONTRACTION WHICH CORRECTLY COMPLETES THE SENTENCE. 180 0187

TEACHER TELLS CHILD-- IN EACH SENTENCE A WORD HAS BEEN LEFT OUT. ONE OF THE CONTRACTIONS UNDER IT WILL COMPLETE THE SENTENCE. READ EACH SENTENCE AND THEN UNDERLINE THE WORD WHICH BELONGS IN THE SENTENCE. 0168

_____ BEEN VERY HELPFUL.	1101661
A. YOU'RE	1101661
*R. YOU'VE	1101661
I KNOW _____ BE THERE.	1101662
A. THEY'RE	1101662
*R. THEY'LL	1101662
JIM SAID _____ GOING, TOO.	1101663
*A. HE'S	1101663
*R. HE'LL	1101663
I _____ NEED ANY PENCILS.	1101664
A. DOESN'T	1101664
*R. DON'T	1101664
TOM _____ RUNNING NOW.	1101665
*A. ISN'T	1665
P. AREN'T	1101665
THEY KNOW _____ WAITING.	1101666
*A. I'M	1101666
R. I'LL	1101666
_____ BEEN AT MY HOUSE.	1101667
A. WE'RE	1101667

*R. WF'VE

1101667

DICK SAID _____ BE HERE.

1101668

*A. HE'D

1101668

B. HE'S

1101668

LETTER FORM

THE STUDENT CAN DISPLAY HIS KNOWLEDGE OF TYPES OF LETTERS BY CHOOSING THE TYPE THAT COMPLETES THE DEFINITION. 8040

0626

DIRECTIONS - SELECT THE WORDS THAT COMPLETE THE DEFINITION.

0638

A LETTER THAT ASKS A PERSON TO A PARTY IS _____.

9748

A. A FRIENDLY LETTER

9748

*B. AN INVITATION

9748

C. A GET-WELL LETTER

9748

A LETTER THAT TELLS ABOUT AN INTERESTING TRIP YOU TOOK IS _____.

9749

A. AN INVITATION

9749

B. A THANK-YOU LETTER

9749

*C. A FRIENDLY LETTER

9749

A LETTER THANKING SOMEONE FOR A GIFT IS _____.

9750

A. A FRIENDLY LETTER

9750

*B. A THANK-YOU LETTER

9750

C. A GET-WELL LETTER

9750

A LETTER TO CHEER UP SOMEONE WHO IS ILL IS _____.

9751

A. A FRIENDLY LETTER

9751

B. A THANK-YOU LETTER

9751

*C. A GET-WELL LETTER

9751

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF LETTER CONTENT BY CHOOSING THE CORRECT TYPE OF LETTER WHEN GIVEN AN EXAMPLE. 840

0627

DIRECTIONS - FOR EACH QUESTION THERE IS A *PART* OF A LETTER. READ THE LETTER AND CHOOSE THE WORDS THAT TELL WHAT KIND OF A LETTER IT IS.

0639

YESTERDAY OUR CLASS WENT ON A TRIP TO CHICAGO. WE RODE ON A TRAIN. WE WENT TO A MUSEUM AND SAW MANY INTERESTING THINGS. WHAT KIND OF A LETTER IS THIS?

9752

A. THIS IS A THANK-YOU LETTER.

9752

*B. THIS IS A FRIENDLY LETTER.

9752

C. THIS IS AN INVITATION.

9752

OUR CLASS HAD A GOOD TIME ON OUR TRIP TO THE MUSEUM. THANK YOU FOR BEING OUR GUIDE AND SHOWING US THE INTERESTING THINGS. WHAT KIND OF A LETTER IS THIS?

9753

9753

9753

- A. THIS IS A GET-WELL LETTER.
- B. THIS IS AN INVITATION.
- *C. THIS IS A THANK-YOU LETTER.

9753
9753
9753

WE ARE SORRY YOU COULD NOT GO WITH US ON OUR TRIP TO CHICAGO. WE HOPE YOU ARE FEELING BETTER AND CAN COME BACK TO SCHOOL SOON.

9754

WHAT KIND OF A LETTER IS THIS?

9754

- A. THIS IS AN INVITATION.
- *B. THIS IS A GET-WELL LETTER.
- C. THIS IS A THANK-YOU LETTER.

9754

9754

9754

9754

9754

OUR CLASS IS GOING ON A TRIP TO CHICAGO ON MAY 12. WE HOPE YOU WILL BE ABLE TO COME WITH US.

9755

9755

WHAT KIND OF A LETTER IS THIS?

9755

- *A. THIS IS AN INVITATION.
- B. THIS IS A THANK-YOU LETTER.
- C. THIS IS A GET-WELL LETTER.

9755

9755

9755

9755

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF PROPER LETTER FORM BY CHOOSING THE CORRECT PART WHEN GIVEN AN EXAMPLE. 8040

0628

DIRECTIONS - FOR EACH QUESTION THERE IS AN EXAMPLE OF A PART OF A LETTER. CHOOSE THE WORDS THAT TELL WHAT EACH PART IS.

0640

DEAR AUNT SUSAN,

9756

THIS PART OF A LETTER IS CALLED THE _____.

9756

A. HEADING

9756

*B. GREETING

9756

C. CLOSING

9756

I WENT TO THE ZOO TODAY WITH MY MOTHER AND FATHER. WE SAW A BIG ELEPHANT, A BLACK AND WHITE ZEBRA AND SOME FUNNY MONKEYS.

9757

THIS PART OF A LETTER IS CALLED THE _____.

9757

*A. BODY

9757

B. HEADING

9757

C. CLOSING

9757

YOUR FRIEND,

9758

THIS PART OF A LETTER IS CALLED THE _____.

9758

A. BODY

9758

B. GREETING

9758

*C. CLOSING

9758

407 MAY STREET

9759

FILMHURST, ILLINOIS 60126

9759

JUNE 26, 1970

9759

THIS PART OF A LETTER IS CALLED THE _____.

9759

*A. HEADING

9759

B. CLOSING

9759

C. BODY

9759

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE WORD ABBREVIATION
AND HIS ABILITY TO APPLY THE CONCEPT BY WRITING THE ABBREVIATIONS
FOR A LIST OF GIVEN WORDS. #240

0340

DIRECTIONS-- WRITE THE ABBREVIATIONS FOR THE FOLLOWING WORDS:

OUNCE

A. OZ.

1103668

1103668

DECEMBER

A. DEC.

1103669

1103669

MISTER

A. MR.

1103670

1103670

FRIDAY

A. FRI.

1103671

1103671

TEASPOON

A. T. *LOWER CASE

1103672

1103672

POUND

A. LB.

1103673

1103673

MISTRESS

A. MRS.

1103674

1103674

AUGUST

A. AUG.

1103675

1103675

ROAD

A. RD.

1103676

1103676

STREET

A. ST.

1103677

1103677

TABLESPOON

A. T. *CAPITAL

1103679

1103679

QUART

A. QT.

1103680

1103680

APRIL

A. APR.

1103681

1103681

GALLON

A. GAL.

1103682

1103682

AVENUE

A. AVE.

1103683

1103683

HOUR

A. HR.

1103684

1103684

MONDAY

A. MON.

1103685

1103685

BOULEVARD

1103686

TELEVISION
A. T.V.

1103687
1103687

MINUTE
A. MIN.

1103688
1103688

YEARS
A. YRS.

1103689
1103689

DRIVE
A. DR.

1103690
1103690

UNITED STATES
A. U.S.

1103691
1103691

FEET
A. FT.

1103692
1103692

PUNCTUATION

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE PERIOD, QUESTION MARK AND EXCLAMATION POINT BY CHOOSING FROM A LIST OF THREE SENTENCES THE ONE WHICH IS CORRECTLY PUNCTUATED. %10

0833

DIRECTIONS-- IN EACH SET OF SENTENCES CHOOSE THE ONE WHICH IS CORRECTLY PUNCTUATED.

0839

- *A. WHERE ARE THE COOKIES? %QUESTION MARK
- B. WHERE ARE THE COOKIES.
- C. WHERE ARE THE COOKIES! %EXCLAMATION POINT

1105773
1105773
1105773

- A. OH BOY? %QUESTION MARK
- B. OH BOY.
- *C. OH BOY! %EXCLAMATION POINT

1105774
1105774
1105774

- *A. THE COOKIES ARE IN THE JAR.
- B. THE COOKIES ARE IN THE JAR? %QUESTION MARK
- C. THE COOKIES ARE IN THE JAR! %EXCLAMATION POINT

1105775
1105775
1105775

- A. WHERE ARE YOU GOING.
- *B. WHERE ARE YOU GOING? %QUESTION MARK
- C. WHERE ARE YOU GOING! %EXCLAMATION POINT

1105776
1105776
1105776

- *A. MY NAME IS DAVID.
- B. MY NAME IS DAVID? %QUESTION MARK
- C. MY NAME IS DAVID! %EXCLAMATION POINT

1105777
1105777
1105777

- A. LOOK, I SEE A FIRE.
- B. LOOK, I SEE A FIRE? %QUESTION MARK
- *C. LOOK, I SEE A FIRE! %EXCLAMATION POINT

1105778
1105778
1105778

- | | |
|--|---------|
| A. WHEN DID YOU GET HERE. | 1105779 |
| B. WHEN DID YOU GET HERE? %QUESTION MARK | 1105779 |
| C. WHEN DID YOU GET HERE! %EXCLAMATION POINT | 1105779 |
| | |
| *A. I READ THAT BOOK. | 1105780 |
| B. I READ THAT BOOK? %QUESTION MARK | 1105780 |
| C. I READ THAT BOOK! %EXCLAMATION POINT | 1105780 |
| | |
| A. WHAT IS YOUR NAME. | 1105781 |
| *B. WHAT IS YOUR NAME? %QUESTION MARK | 1105781 |
| C. WHAT IS YOUR NAME! %EXCLAMATION POINT | 1105781 |
| | |
| *A. COME HOME SOON. | 1105782 |
| B. COME HOME SOON? %QUESTION MARK | 1105782 |
| C. COME HOME SOON! %EXCLAMATION POINT | 1105782 |

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF CORRECT SENTENCE END-
ING BY CHOOSING THE TYPE OF PUNCTUATION TO BE USED AT THE END OF
EACH GIVEN SENTENCE. %03 0867

ORAL DIRECTIONS-- READ EACH SENTENCE AND CHOOSE THE TYPE OF
PUNCTUATION BELOW THAT SHOULD BE USED AT THE END OF THE SENTENCE. 0871

MOTHER BAKED A CAKE 1105969
 *A. PERIOD 1105969
 B. QUESTION MARK 1105969
 C. EXCLAMATION POINT 1105969

ARE YOU GOING TO SEE THE MOVIES 1105970
 A. PERIOD 1105970
 *B. QUESTION MARK 1105970
 C. EXCLAMATION POINT 1105970

LOOK, THE HOUSE IS BURNING 1105971
 A. PERIOD 1105971
 B. QUESTION MARK 1105971
 *C. EXCLAMATION POINT 1105971

POSSESSIVES

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE USE OF THE APOSTROPHE
SHOWING POSSESSION BY SELECTING THE CORRECT POSSESSIVE TO FILL
THE BLANK IN GIVEN SENTENCES. %15 0630

DIRECTIONS - READ THE SENTENCES. COMPLETE THE SENTENCE BY
CHOOSING A WORD THAT SHOWS THE APOSTROPHE IN THE CORRECT
POSITION. 0642

... MEETINGS ARE HELD ON WEDNESDAYS. 9769
 A. TEACHER'S 9769
 *B. TEACHERS' 9769

... BOOKS ARE KEPT IN THE LIBRARY. 9770

A. BOY'S	9770
*R. BOYS'	9770
... BAT WAS BROKEN.	9771
*A. JOHN'S	9771
R. JOHNS'	9771
THAT ... OFFICE WAS ON MAIN STREET.	9772
*A. DOCTOR'S	9772
R. DOCTORS'	9772
SUE THOUGHT THAT ... PENCIL WAS SHARPENED.	9773
*A. MARY'S	9773
B. MARYS'	9773
MOST OF ... SHIRTS WERE BLUE.	9774
*A. BILLY'S	9774
R. BILLYS'	9774
ALL OF THE ... COATS IN OUR ROOM WERE IN THE CLOSET.	9775
A. GIRL'S	9775
*B. GIRLS'	9775
THE CLASS LISTENED TO ONE ... DIRECTIONS.	9776
*A. TEACHER'S	9776
R. TEACHERS'	9776
... CRIBS WERE ON SALE.	9777
*A. BABIES'	9777
B. BABIE'S	9777
A ... WORK IS HARD.	9778
*A. FARMER'S	9778
R. FARMERS'	9778
EACH ... STORY WAS ABOUT AN ANIMAL.	9779
*A. CHILD'S	9779
B. CHILDS'	9779
RUTH IS MY YOUNGEST ... FRIEND.	9780
*A. SISTER'S	9780
R. SISTERS'	9780
THE ... TOOLS WERE BEING REPAIRED FOR THEM.	9781
A. CARPENTER'S	9781
*R. CARPENTERS'	9781
TOM CLEANED MANY ... CAGES.	9782
A. CANARY'S	9782
*R. CANARIES'	9782
TWO OF THIS MOTHER ... EGGS WERE BROKEN.	9783
*A. ROBIN'S	9783
B. ROBINS'	9783

CAPITALIZATION

THE STUDENT WILL APPLY HIS UNDERSTANDING OF CAPITALIZATION WHEN PRESENTED WITH A SET OF SENTENCES BY CORRECTLY SUBSTITUTING CAPITAL LETTERS WHERE NEEDED. \$150

0192

TEACHER WILL READ DIRECTIONS-- IN EACH SENTENCE, THERE ARE WORDS WHICH NEED CAPITAL LETTERS. READ EACH SENTENCE TO YOURSELF PUTTING CAPITAL LETTERS IN WHERE THEY ARE NEEDED. ALL ARE WRITTEN IN LOWER CASE LETTERS

0173

WE ARE GOING TO THE SHOW NOW.
A. WE

1101740
1101740

PATTY AND TOM WILL GO, TOO.
A. PATTY, TOM

1101741
1101741

SHE WAS IN CALIFORNIA LAST SUMMER.
A. SHE, CALIFORNIA

1101742
1101742

WE THINK OF CHRISTMAS IN DECEMBER.
A. WE, CHRISTMAS, DECEMBER

1101743
1101743

MARY WILL COME MONDAY FOR DINNER.
A. MARY, MONDAY

1101744
1101744

HE LIVES IN DOWNERS GROVE, ILLINOIS.
A. HE, DOWNERS GROVE, ILL.

1101745
1101745

HE GOES TO FAIRMOUNT SCHOOL.
A. HE, FAIRMOUNT SCHOOL

1101746
1101746

MOTHER AND MRS. GREEN WILL BE HERE.
A. MOTHER, MRS. GREEN

1101747
1101747

DICK AND I SAW MOTHER AND FATHER.
A. DICK, I, MOTHER, FATHER

1101748
1101748

THIS PICTURE IS VERY PRETTY.
A. THIS

1101749
1101749

WE WILL GO TO A ZOO IN CHICAGO.
A. WE, CHICAGO

1101750
1101750

LINDA WENT TO PLAY AT SUSAN'S.
A. LINDA, SUSAN'S

1101751
1101751

MANY BABY ANIMALS ARE BORN IN SPRING.
A. MANY

1101752
1101752

THE BOOK I READ WAS *BORN FREE*.
A. THE, I, BORN FREE

1101753
1101753

FOR THANKSGIVING WE ARE GOING TO OHIO.
A. FOR, THANKSGIVING, OHIO

1101754
1101754

THE STUDENT WILL DEMONSTRATE THAT HE KNOWS THE CAPITALIZATION RULES BY SELECTING THE CATEGORIES THAT SHOULD BE CAPITALIZED. %40

0617

DIRECTIONS - SELECT THE PHRASE THAT TELLS WHAT WORDS SHOULD BE CAPITALIZED.

0630

- A. WORDS FOR THINGS TO BUY
- *B. WORDS FOR NAMES OF TOWNS
- C. WORDS FOR NAMES OF THINGS

9660
9660
9660

- A. WORDS FOR THINGS WE DO
- B. WORDS FOR THINGS WE SEE
- *C. WORDS FOR CHILDREN'S NAMES

9661
9661
9661

- *A. WORDS THAT BEGIN A SENTENCE
- B. WORDS THAT END A SENTENCE
- C. WORDS THAT ARE IN THE MIDDLE OF A SENTENCE

9662
9662
9662

- A. WORDS THAT TELL DIRECTIONS
- *B. WORDS THAT TELL THE TITLE OF A STORY
- C. WORDS THAT TELL US WHAT TO DO

9663
9663
9663

SPFLLING

THE STUDENT WILL RECOGNIZE THE CORRECT SPELLING OF BASIC SPOKEN WORDS BY SELECTING THE CORRECT SPELLING OF THE WORD THE TEACHER PRONOUNCES. %40

0023

TEACHER SAYS *WHAT*

1100065
1100065
1100065
1100065
1100065

- A. WHEN
- B. WHIT
- C. WANT
- *D. WHAT

TEACHER SAYS *THESE*

1100066
1100066
1100066
1100066
1100066

- A. THOSE
- B. THIS
- C. THAT
- *D. THESE

TEACHER SAYS *WANT*

1100067
1100067
1100067
1100067
1100067

- A. WHAT
- B. WHERE
- C. WENT
- *D. WANT

TEACHER SAYS *WHERE*

1100068
1100068
1100068
1100068
1100068

- A. WHAT
- B. WENT
- *C. WHERE
- D. WHARE

THE STUDENT CAN RECOGNIZE SPELLING PATTERNS BY IDENTIFYING SOUNDS
MADE BY STARRED LETTER PATTERNS IN WORDS. %07 0952

DIRECTIONS-- CHOOSE THE SOUND OF THE STARRED LETTERS. 0929

B*EAU*TIFUL 1106626
*A. LONG U 1106626
B. N 1106626
C. LONG I 1106626

*KN*IGHT 1106627
A. LONG U 1106627
*B. N 1106627
C. LONG I 1106627

BR*IGH*T 1106628
A. LONG U 1106628
B. N 1106628
*C. LONG I 1106628

N*IGH*T 1106629
A. LONG U 1106629
B. N 1106629
*C. LONG I 1106629

N*EW* 1106630
*A. LONG U 1106630
B. N 1106630
C. LONG I 1106630

F*UE*L 1106631
*A. LONG U 1106631
B. N 1106631
C. LONG I 1106631

*KN*OW 1106632
A. LONG U 1106632
*B. N 1106632
C. LONG I 1106632

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE CORRECT SPELLING
OF A GIVEN LIST OF WORDS BY CORRECTLY UNSCRAMBLING THE LETTERS OF
THOSE WORDS SO THEY ARE IN THEIR PROPER ORDER. %08 0910

DIRECTIONS-- HERE ARE THE NEW WORDS FROM THE STORY WE READ
YESTERDAY. I HAVE SCRAMBLED THE LETTERS IN EACH WORD. YOU WILL
UNSCRAMBLE THEM SO THE WORDS ARE CORRECTLY SPELLED. 0895

ORE 1106232
A. RED 1106232

TA 1106233
A. AT 1106233

LO 1106234
A. LOOK 1106234

OG

A. GO

1106236

1106236

NRU

A. RUN

1106238

1106238

RCA

A. CAR

1106239

1106239

MPIJJ

A. JUMP

1106240

1106240

LARL

A. BALL

1106241

1106241

THE STUDENT WILL RECALL THE CORRECT SPELLING OF THE DAYS OF THE WEEK BY CHOOSING THE WORD THAT IS SPELLED CORRECTLY. %40

0072

CHOOSE THE DAY OF THE WEEK THAT IS SPELLED CORRECTLY.

0082

A. FRDAY

1100281

R. SANURDAY

1100281

*C. THURSDAY

1100281

A. MONDEY

1100282

*B. WEDNESDAY

1100282

C. TOOSDAY

1100282

*A. SUNDAY

1100283

B. MUNDAY

1100283

C. SATERDAY

1100283

A. MOMDAY

1100284

*B. TUESDAY

1100284

C. THRUSDAY

1100284

THE STUDENT WILL RECALL THE CORRECT SPELLING OF THE MONTHS OF THE YEAR BY CHOOSING THE WORD THAT IS CORRECTLY SPELLED. %40

0074

CHOOSE THE MONTH THAT IS CORRECTLY SPELLED.

84

*A. JANUARY

1100288

R. AUGEST

1100288

C. SETEMBER

1100288

A. OTOBER

1100289

B. FEBUARY

1100289

*C. DECEMBER

1100289

A. JUN

1100290

B. JENUARY

1100290

*C. APRIL

1100290

A. AUGEST

1100291

*B. FEBRUARY
C. SEPTEMBER

1100291
1100291

WEEK

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF ABBREVIATIONS OF THE DAYS OF THE WEEK BY SELECTING THE ABBREVIATION FOR A GIVEN DAY. %07

0578

DIRECTIONS - CHOOSE THE CORRECT ABBREVIATION FOR EACH WEEKDAY.

0604

SUNDAY

9405
9405
9405
9405

*A. SUN.
B. SUND.
C. SU.

MONDAY

9406
9406
9406
9406

A. MO.
*B. MON.
C. MOND.

TUESDAY

9407
9407
9407
9407

A. TU.
B. TUE.
*C. TUES.

WEDNESDAY

9408
9408
9408
9408

A. WE.
*B. WED.
C. WEDNES.

THURSDAY

9409
9409
9409
9409

A. THU.
B. THUR.
*C. THURS.

FRIDAY

9410
9410
9410
9410

A. FR.
*B. FRI.
C. FRID.

SATURDAY

9411
9411
9411
9411

*A. SAT.
B. SATU.
C. SATUR.

THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF THE SEQUENCE OF DAYS OF THE WEEK BY SELECTING THE DAY THAT COMES BEFORE OR AFTER A GIVEN DAY. %13

0572

DIRECTIONS - SELECT THE WEEKDAY THAT ANSWERS THE QUESTION CORRECTLY.

0598

WHAT IS THE DAY BEFORE TUESDAYO

- A. SATURDAY
- B. FRIDAY
- *C. MONDAY

9359
9359
9359
9359

WHAT IS THE DAY AFTER FRIDAYO

- *A. SATURDAY
- B. SUNDAY
- C. THURSDAY

9360
9360
9360
9360

WHAT IS THE DAY AFTER SUNDAYO

- A. SATURDAY
- *B. MONDAY
- C. FRIDAY

9361
9361
9361
9361

WHAT IS THE DAY BEFORE THURSDAYO

- A. FRIDAY
- B. SUNDAY
- *C. WEDNESDAY

9362
9362
9362
9362

WHAT IS THE DAY AFTER MONDAYO

- *A. TUESDAY
- B. WEDNESDAY
- C. FRIDAY

9363
9363
9363
9363

WHAT IS THE DAY BEFORE SATURDAYO

- A. SUNDAY
- *B. FRIDAY
- C. MONDAY

9364
9364
9364
9364

WHAT IS THE DAY BEFORE MONDAYO

- A. TUESDAY
- B. WEDNESDAY
- *C. SUNDAY

9365
9365
9365
9365

WHAT IS THE DAY AFTER WEDNESDAYO

- A. TUESDAY
- B. FRIDAY
- *C. THURSDAY

9366
9366
9366
9366

WHAT IS THE DAY AFTER THURSDAYO

- *A. FRIDAY
- B. SUNDAY
- C. SATURDAY

9367
9367
9367
9367

WHAT IS THE DAY AFTER TUESDAYO

- A. THURSDAY
- B. MONDAY
- *C. WEDNESDAY

9368
9368
9368
9368

WHAT IS THE DAY BEFORE FRIDAYO

- A. TUESDAY
- B. WEDNESDAY
- *C. THURSDAY

9369
9369
9369
9369

WHAT IS THE DAY BEFORE WEDNESDAYO

- A. SUNDAY
- B. SATURDAY
- *C. TUESDAY

9370
9370
9370
9370

WHAT IS THE DAY AFTER SATURDAY?

- *A. SUNDAY
- B. FRIDAY
- C. WEDNESDAY

9371
9371
9371
9371

MONTH

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF ABBREVIATIONS OF THE MONTHS OF THE YEAR BY SELECTING THE ABBREVIATION OF A GIVEN MONTH IF IT CAN BE ABBREVIATED. \$11

0579

DIRECTIONS - CHOOSE THE CORRECT ABBREVIATION FOR EACH MONTH IF IT CAN BE ABBREVIATED.

0605

JANUARY

- *A. JAN.
- B. JANU.
- C. JA.

9412
9412
9412
9412

FEBRUARY

- *A. FEB.
- B. FEBR.
- C. FEBRU.

9413
9413
9413
9413

MARCH

- A. MA.
- *B. MAR.
- ☒ C. MARCH

9414
9414
9414
9414

APRIL

- A. AP.
- *B. APR.
- C. APRIL

9415
9415
9415
9415

MAY

- A. M.
- B. MA.
- *C. MAY

9416
9416
9416
9416

JUNE

- A. JU.
- B. JUN.
- *C. JUNE

9417
9417
9417
9417

JULY

- A. JU.
- B. JUL.
- *C. JULY

9418
9418
9418
9418

AUGUST

- A. AU.
- *B. AUG.
- C. AUGS.

9419
9419
9419
9419

SEPTEMBER

- *A. SEPT.

9420
9420

R. SEPT.
C. SEPT.

9420
9420

OCTOBER

*A. OCT.
R. OCTO.
C. OCTO.

9421
9421
9421
9421

NOVEMBER

*A. NOV.
R. NOVE.
C. NOVEM.

9422
9422
9422
9422

THE STUDENT WILL RECALL THE SEQUENCE OF THE MONTHS OF THE YEAR BY CHOOSING FROM A LIST THE CORRECT ARRANGEMENT OF MONTHS. 930

0079

A. JANUARY, JUNE, FEBRUARY
R. APRIL, JUNE, MAY
*C. SEPTEMBER, OCTOBER, NOVEMBER

1100285
1100285
1100285

A. JUNE, JULY, MAY
*R. APRIL, MAY, JUNE
C. SEPTEMBER, FEBRUARY, OCTOBER

1100286
1100286
1100286

A. APRIL, MARCH, DECEMBER
R. OCTOBER, MAY, DECEMBER
*C. JULY, AUGUST, SEPTEMBER

1100287
1100287
1100287

THE STUDENT WILL RECALL THE MONTHS OF THE YEAR IN RELATION TO HOLIDAYS AND SEASONS BY SELECTING THE MONTH WHICH HAS A PARTICULAR HOLIDAY OR FALLS WITHIN A SEASON OF THE YEAR. 910

0568

DIRECTIONS - SELECT THE MONTH THAT HAS THE HOLIDAY MENTIONED OR WHICH FALLS WITHIN A SEASON OF THE YEAR.

0594

THE MONTH OF ... COMES DURING THE FALL.

A. AUGUST
*B. OCTOBER
C. JANUARY

9336
9336
9336
9336

WHEN IS VALENTINE'S DAY?

A. JANUARY
R. MARCH
*C. FEBRUARY

9337
9337
9337
9337

HALLOWEEN IS IN THE MONTH OF _____.

*A. OCTOBER
B. NOVEMBER
C. SEPTEMBER

9338
9338
9338
9338

DURING THE MONTH OF ... YOU WOULD BE IN THE SEASON OF SPRING.

A. FEBRUARY
R. JULY
*C. APRIL

9339
9339
9339
9339

NEW YEAR'S DAY IS IN THE MONTH OF _____.

- A. DECEMBER
- *B. JANUARY
- C. FEBRUARY

9340
9340
9340
9340

THE MONTH OF ... COMES DURING THE WINTER.

- A. NOVEMBER
- *B. DECEMBER
- C. MAY

9341
9341
9341
9341

DURING THE MONTH OF ... YOU WOULD BE IN THE SEASON OF SUMMER.

- *A. JULY
- B. MAY
- C. APRIL

9342
9342
9342
9342

WHEN IS INDEPENDENCE DAY?

- A. JUNE
- B. MAY
- *C. JULY

9343
9343
9343
9343

THANKSGIVING IS IN THE MONTH OF _____.

- *A. NOVEMBER
- B. SEPTEMBER
- C. OCTOBER

9344
9344
9344
9344

CHRISTMAS COMES DURING THE MONTH OF _____.

- A. NOVEMBER
- *B. DECEMBER
- C. JANUARY

9345
9345
9345
9345

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE SEQUENCE OF THE MONTHS OF THE YEAR BY SELECTING THE MONTH THAT COMES BEFORE OR AFTER A GIVEN MONTH. #12

0576

DIRECTIONS - SELECT THE MONTH THAT COMPLETES EACH SENTENCE CORRECTLY.

0602

THE MONTH THAT COMES AFTER SEPTEMBER IS _____.

- A. JULY
- B. AUGUST
- *C. OCTOBER

9388
9388
9388
9388

THE MONTH THAT COMES AFTER JANUARY IS _____.

- *A. FEBRUARY
- B. DECEMBER
- C. MARCH

9389
9389
9389
9389

THE MONTH THAT COMES BEFORE JUNE IS _____.

- *A. MAY
- B. JULY
- C. MARCH

9390
9390
9390
9390

THE MONTH THAT COMES BEFORE APRIL IS _____.

- A. JULY
- *B. MARCH
- C. JUNE

9391
9391
9391
9391

THE MONTH THAT COMES BEFORE FEBRUARY IS _____.

- *A. JANUARY
- B. JULY
- C. JUNE

9392
9392
9392
9392

THE MONTH THAT COMES AFTER NOVEMBER IS _____.

- *A. DECEMBER
- B. JANUARY
- C. OCTOBER

9393
9393
9393
9393

THE MONTH THAT COMES AFTER JULY IS _____.

- A. JUNE
- *B. AUGUST
- C. JANUARY

9394
9394
9394
9394

THE MONTH THAT COMES BEFORE DECEMBER IS _____.

- A. JANUARY
- *B. NOVEMBER
- C. OCTOBER

9395
9395
9395
9395

THE MONTH THAT COMES AFTER JUNE IS _____.

- A. JANUARY
- *B. JULY
- C. MAY

9396
9396
9396
9396

THE MONTH THAT COMES BEFORE OCTOBER IS _____.

- *A. SEPTEMBER
- B. NOVEMBER
- C. DECEMBER

9397
9397
9397
9397

THE MONTH THAT COMES BEFORE MAY IS _____.

- A. JUNE
- B. JANUARY
- *C. APRIL

9398
9398
9398
9398

THE MONTH THAT COMES AFTER MAY IS _____.

- A. JANUARY
- B. JULY
- *C. JUNE

9399
9399
9399
9399

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF WEEKS, MONTHS, AND YEARS BY APPLYING IT TO THE USAGE OF A CALENDAR. THE STUDENT IS TO USE A GIVEN CALENDAR AS A REFERENCE TO SELECT THE CORRECT ANSWERS TO QUESTIONS. #05

0577

DIRECTIONS - USING THE CALENDAR THAT HAS BEEN HANDED TO YOU, ANSWER THE FOLLOWING QUESTIONS BY CHOOSING THE CORRECT ANSWER. *TEACHER IS TO PASS OUT A CALENDAR OF ONE MONTH

0603

WHAT DOES THIS CALENDAR COVER?

- A. A WEEK
- *B. A MONTH
- C. A YEAR

9400
9400
9400
9400

HOW MANY DAYS ARE ON THIS CALENDAR?

- A. 25
- *B. 30 OR 31 DEPENDING ON MONTH
- C. 20

9401
9401
9401
9401

HOW MANY FULL WEEKS ARE THERE ON THIS CALENDAR?

- A. 3
- *B. 4
- C. 5

9402
9402
9402
9402

ON WHAT DAY DOES THE WEEK START ON THIS CALENDAR?

- A. SATURDAY
- *B. SUNDAY
- C. MONDAY

9403
9403
9403
9403

HOW MANY TUESDAYS ARE THERE IN THIS MONTH?

- A. 3
- *B. 4
- C. 5

9404
9404
9404
9404
9404

ANSWER DEPENDS ON CALENDAR HANDED OUT

SEASONS

THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF THE TERMS SPRING, SUMMER, FALL, AND WINTER BY MARKING A PICTURE IN A ROW OF THREE THAT MATCHES THE SEASON THE TEACHER NAMES. #8

0235

I AM GOING TO SAY THE NAME OF A SEASON AND I WANT YOU TO CIRCLE THE PICTURE THAT FITS WITH THAT SEASON.

0211

CIRCLE THE PICTURE THAT YOU WOULD SEE IN THE FALL.	1102223
A. TREE WITH BARE BRANCHES AND SNOW ON THE GROUND.	1102223
*B. TREE WITH LEAVES FALLING TO THE GROUND.	1102223
C. TREE WITH TINY BUDS AND GREEN GRASS ON THE GROUND.	1102223
CIRCLE THE PICTURE YOU WOULD SEE IN THE SUMMER.	1102224
A. CHILDREN IN JACKETS AND SWEATERS OUTSIDE.	1102224
*B. CHILDREN IN SWIMSUITS OUTSIDE.	1102224
C. CHILDREN IN SNOWSUITS OUTSIDE.	1102224
CIRCLE THE PICTURE YOU WOULD SEE IN THE WINTER.	1102225
A. TWO BOYS FISHING FROM A POND.	1102225
B. TWO BOYS SWIMMING IN A POND.	1102225
*C. TWO BOYS SKATING ON A FROZEN POND.	1102225
CIRCLE THE PICTURE YOU WOULD SEE IN THE SPRING.	1102226
*A. A GIRL WALKING IN THE RAIN WITH A RAINCOAT AND AN UMBRELLA.	1102226
B. A GIRL IN A SUNSUIT JUMPING ROPE.	1102226
C. A GIRL IN A SNOWSUIT MAKING A SNOWMAN.	1102226
CIRCLE THE PICTURE YOU WOULD SEE IN THE SUMMER.	1102227
A. SNOW-COVERED GROUND.	1102227
B. A PATCH OF PLOWED GROUND.	1102227
*C. A GARDEN WITH ROWS OF FLOWERS.	1102227
CIRCLE THE PICTURE YOU WOULD SEE IN THE FALL.	1102228
*A. A SQUIRREL WITH A NUT.	1102228
B. CHILDREN RUNNING THROUGH A SPRINKLER IN SWIMSUITS.	1102228
C. A BEAR SLEEPING IN A DEN WITH SNOW ON TOP OF THE DEN.	1102228
CIRCLE THE PICTURE YOU WOULD SEE IN THE SPRING.	1102229
A. CHILDREN BUILDING A SNOWFORT.	1102229
*B. CHILDREN FLYING KITES ON A WINDY DAY.	1102229
C. CHILDREN PLAYING IN A PILE OF LEAVES.	1102229
CIRCLE THE PICTURE YOU WOULD SEE IN THE WINTER.	1102230
A. A FIELD OF CORN.	1102230
B. A FATHER BURNING LEAVES IN A TRASH CONTAINER.	1102230
*C. CHILDREN SLEDDING DOWN A HILL.	1102230

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION STATEMENTS BY CORRECTLY CATEGORIZING A GIVEN SET OF STATEMENTS DEALING WITH SEASONS. *100 0434

INSTRUCTIONS-- THINK ABOUT EACH SENTENCE. IF IT TELLS A FACT, CHOOSE *A*. IF IT TELLS SOMETHING PEOPLE THINK, CHOOSE *B*, OPINION. 0225

FALL IS THE BEST TIME OF THE YEAR. 7402
A. FACT 7402
*B. OPINION 7402

THE LEAVES TURN MANY COLORS IN FALL. 7403
*A. FACT 7403
B. OPINION 7403

IN SUMMER WE USUALLY HAVE WARMER WEATHER THAN IN WINTER. 7404
*A. FACT 7404

B. OPINION	7404
SUMMER IS FUN.	7405
A. FACT	7405
*B. OPINION	7405
HALLOWEEN COMES IN THE FALL.	7406
*A. FACT	7406
B. OPINION	7406
WE HAVE NO FUN WHEN IT RAINS.	7407
A. FACT	7407
*B. OPINION	7407
THE BIRDS COME BACK FROM THE SOUTH IN SPRING.	7408
*A. FACT	7408
B. OPINION	7408
NO ONE LIKES WINTER WHEN IT IS COLD.	7409
A. FACT	7409
*B. OPINION	7409
SPRING IS A BEAUTIFUL TIME OF YEAR.	7410
A. FACT	7410
*B. OPINION	7410
SUMMER COMES RIGHT AFTER SPRING.	7411
*A. FACT	7411
B. OPINION	7411

THE STUDENT WILL DEMONSTRATE A COMPREHENSION OF THE SEASONS BY READING A POEM AND SELECTING THE SEASON IT IS DESCRIBING. %05	0433
DIRECTIONS - READ THE POEM. CHOOSE THE SEASON DESCRIBED BY THE POEM.	0334
LEAVES FALL.	7397
BROWN LEAVES.	7397
YELLOW LEAVES STREAKED WITH BROWN.	7397
THEY FALL.	7397
FLUTTER.	7397
FALL AGAIN.	7397
A. SUMMER	7397
*B. FALL	7397
C. WINTER	7397
D. SPRING	7397
SNOW MAKES WHITENESS WHERE IT FALLS.	7398
THE BUSHES LOOK LIKE POP-CORN BALLS.	7398
AND PLACES WHERE I ALWAYS PLAY.	7398
LOOK LIKE SOMEWHERE ELSE TODAY.	7398
A. SUMMER	7398
B. FALL	7398
*C. WINTER	7398
D. SPRING	7398

THE DAY BEFORE APRIL
ALONE, ALONE,
I WALKED IN THE WOODS
AND I SAT ON A STONE.

- A. SUMMER
- B. FALL
- C. WINTER
- *D. SPRING

7399
7399
7399
7399
7399
7399
7399
7399

DOWN, DOWN
YELLOW AND BROWN
THE LEAVES ARE FALLING OVER THE TOWN.

- A. SUMMER
- *B. FALL
- C. WINTER
- D. SPRING

7400
7400
7400
7400
7400
7400
7400
7400

AND WHAT IS SO RARE AS A DAY IN JUNE
THEN, IF EVER, COME PERFECT DAYS.

- *A. SPRING
- B. FALL
- C. WINTER
- D. SUMMER

7401
7401
7401
7401
7401
7401
7401
7401

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE SEASONS BY
CHOOSING THE SEASON WHICH MATCHES THE DESCRIPTION GIVEN. %08

0432

DIRECTIONS--- CHOOSE THE SEASON WHICH IS DESCRIBED BY THE
SENTENCE.

0333

IT WAS A COLD, SNOWY DAY.

- A. SUMMER
- B. FALL
- *C. WINTER
- D. SPRING

7389
7389
7389
7389
7389

THE TREES WERE BEGINNING TO TURN A LIGHT GREEN.

- A. SUMMER
- B. FALL
- C. WINTER
- *D. SPRING

7390
7390
7390
7390
7390

THE WEATHER WAS BEGINNING TO TURN COOL, AND THE LEAVES ON THE
TREES WERE BEAUTIFUL, BRIGHT COLORS.

- A. SUMMER
- *B. FALL
- C. WINTER
- D. SPRING

7391
7391
7391
7391
7391

IT WAS HOT AND SUNNY.

- *A. SUMMER
- B. FALL
- C. WINTER
- D. SPRING

7392
7392
7392
7392
7392

WE RAKE LEAVES AND HAVE A BONFIRE IN _____.

- A. SUMMER
- *B. FALL
- C. WINTER
- D. SPRING

7393
7393
7393
7393
7393

WE GO SWIMMING AT THE BEACH IN _____.

- *A. SUMMER
- B. FALL
- C. WINTER
- D. SPRING

7394
7394
7394
7394
7394

WE GO SLEDDING AND THROW SNOWBALLS IN _____.

- A. SUMMER
- B. FALL
- *C. WINTER
- D. SPRING

7395
7395
7395
7395
7395

WE PLANT SEEDS IN A GARDEN IN _____.

- A. SUMMER
- B. FALL
- C. WINTER
- *D. SPRING

7396
7396
7396
7396
7396

ALPHABET

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ALPHABETIZE USING THE FIRST LETTER BY CHOOSING THE LIST OF WORDS WHICH ARE IN ALPHABETICAL ORDER. %01

0880

CHOOSE THE LIST WHERE ALL THE WORDS ARE IN ALPHABETICAL ORDER.

0055

- A. CAT, KIRK, DOCK, TEMPLE
- B. DOCK, CAT, TEMPLE, KIRK
- *C. CAT, DOCK, KIRK, TEMPLE
- D. KIRK, CAT, TEMPLE, DOCK

1106077
1106077
1106077
1106077

THE STUDENT WILL APPLY THE PRINCIPLE OF ALPHABETIZING WORDS BEGINNING WITH THE SAME LETTER, THE SAME TWO LETTERS, OR THE SAME THREE LETTERS BY CHOOSING THE ONE LETTER THAT IS THE CLUE TO THE ALPHABETICAL SEQUENCE OF THE WORDS. %4

0056

TO PUT THESE WORDS INTO ALPHABETICAL SEQUENCE, AT WHICH LETTERS SHOULD YOU LOOK CLOSELY? SELECT THE WORD THAT TELLS YOU WHICH LETTER YOU SHOULD PAY ATTENTION TO.

0058

NAME PLAY OPEN NOW QUEEN

- A. SECOND
- B. THIRD
- C. FIRST

1100191
1100191
1100191
1100191

D. LAST						1100191
SAME	SCHOOL	SHIP	SLEEP	SEA		1100192
A. FIRST						1100192
*B. SECOND						1100192
C. THIRD						1100192
D. FOURTH						1100192
RACKET	RADIO	RAG	RAKE	RANGE		1100193
A. FIRST						1100193
B. SECOND						1100193
*C. THIRD						1100193
D. FOURTH						1100193
BLACK	BLADE	BLAME	BLANK	BLAZE		1100194
A. FIRST						1100194
B. SECOND						1100194
C. THIRD						1100194
*D. FOURTH						1100194

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF ALPHABETICAL ORDER BY CHOOSING THE LIST OF WORDS ARRANGED ALPHABETICALLY. %80 0080.

CHOOSE THE LIST WHERE ALL THE WORDS ARE IN ALPHABETICAL ORDER.

*A. APPLE, ORCHARD, TOWN	1100330
B. BALL, HOUSE, DOWN	1100330
C. COW, ABOUT, BOOK	1100330
A. CLOAK, CLOCK, CLATTER	1100331
*B. CLATTER, CLOAK, CLOCK	1100331
C. CLOCK, CLATTER, CLOAK	1100331
A. SPOKE, SPEAK, SPELL	1100332
B. SPELL, SPOKE, SPEAK	1100332
*C. SPEAK, SPELL, SPOKE	1100332
A. CREAM, CRAYON, CRASH	1100333
*B. CRASH, CRAYON, CREAM	1100333
C. CRAYON, CRASH, CREAM	1100333
A. BRIGHT, BROKE, BRING	1100334
B. BRING, BROKE, BRIGHT	1100334
*C. BRIGHT, BRING, BROKE	1100334
*A. FLASH, FLICKER, FLUTTER	1100335
B. FLICKER, FLASH, FLUTTER	1100335
C. FLUTTER, FLICKER, FLASH	1100335
A. SNOB, SNICKER, SNAP	1100336
B. SNICKER, SNOB, SNAP	1100336
*C. SNAP, SNICKER, SNOB	1100336
*A. GRAND, GRIM, GROW	1100337
B. GROW, GRAND, GRIM	1100337
C. GRIM, GRAND, GROW	1100337

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF ALPHABETICAL ORDER
BY WRITING THE NEXT LETTER SYMBOL IN A GIVEN SERIES OF ALPHABET
LETTER SYMBOLS. %10 0138

TEACHER TELLS CHILD-- I WILL SHOW YOU A WORDSHEET WITH ALPHABET
LETTER SERIES ON IT. AT THE END OF THE SERIES YOU WILL SEE A
BLANK. I WANT YOU TO TO WRITE THE NEXT LETTER SYMBOL IN THAT
SERIES. 0120

A B - 1100958
A. C 1100958

D E - 1100959
A. F 1100959

G H - 1100960
A. I 1100960

W X - 1100961
A. Y 1100961

R S - 1100962
A. T 1100962

L M - 1100963
A. N 1100963

Q R - 1100964
A. S 1100964

H I - 1100965
A. J 1100965

N O - 1100966
A. P 1100966

U V - 1100967
A. W 1100967

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF ALPHABETICAL ORDER
BY CROSSING OUT THE INCORRECT LETTER SYMBOL IN A GIVEN SERIES OF
8 ALPHABET LETTER SYMBOLS. %10 0140

TEACHER TELLS CHILD-- I WILL GIVE YOU A WORDSHEET WITH A SET OF
ALPHABET LETTER SYMBOLS ON IT. THE LETTERS ARE IN ALPHABETICAL
ORDER. ONE LETTER DOES NOT BELONG. CHOOSE THE INCORRECT LETTER
SYMBOL. 0122

A B C W D E F G 1100978
A. W 1100978

Q R B S T U V W 1100979
A. B 1100979

C S W T U V W X 1100980
W 1100980

H I J K L S M N
A. S

1100981
1100981

L M N O P Q V R
A. V

1100982
1100982

F Q H I J K L M
A. Q

1100983
1100983

B D E F G H I J
A. B

1100984
1100984

J K L M N N O P
A. N

1100985
1100985

S T N U V W X Y Z
A. N

1100986
1100986

C D B E F G H I J
A. B

1100987
1100987

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF ALPHABETICAL ORDER
BY ARRANGING IN ORDER A GIVEN SET OF 8 SCRAMBLED ALPHABET LETTER
CARDS. %80

0141

TEACHER TELLS CHILD-- ON THIS TABLE YOU WILL SEE A SET OF
ALPHABET LETTER SYMBOLS. I WANT YOU TO ARRANGE THESE CARDS IN
ALPHABETICAL ORDER.

0123

H F B C D A E G
A. A B C D E F G H

1100988
1100988

R U Y T V S W X
A. R S T U V W X Y

1100989
1100989

O M L H K I J N
A. H I J K L M N O

1100990
1100990

I B G D F C H E
A. B C D E F G H I

1100991
1100991

L P Q N R O M S
A. L M N O P Q R S

1100992
1100992

F J M H L I G K
A. F G H I J K L M

1100993
1100993

F H L G I F J K
A. E F G H I J K L

1100994
1100994

H K N J L I M O
A. H I J K L M N O

1100995
1100995

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF ALPHABETICAL ORDER

0162

BY CHOOSING THE LETTER MISSING IN A SERIES OF FOUR LETTERS IN
CORRECT ORDER IN BOTH LOWER AND UPPER CASE. %6

THE TEACHER WILL READ EACH QUESTION TO THE CHILD, THEN SHOW
THE CHILD A CARD WITH THE GROUP WHERE A LETTER IS MISSING AND
A LIST OF 3 CHOICES.

0143

WHICH LETTER IS MISSING-- A B__ D, %UPPER CASE

- *A. C
- B. E
- C. F

1101368
1101368
1101368
1101368

WHICH LETTER IS MISSING-- J__ L M %LOWER CASE

- A. P
- B. H
- *C. K

1101369
1101369
1101369
1101369

WHICH LETTER IS MISSING-- Q R__ T %LOWER CASE

- A. U
- *B. S
- C. P

1101370
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1101370

WHICH LETTER IS MISSING-- __ G H I %UPPER CASE

- A. E
- B. J
- *C. F

1101371
1101371
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1101371

WHICH LETTER IS MISSING-- V W__ Y %UPPER CASE

- *A. X
- B. Z
- C. U

1101372
1101372
1101372
1101372

WHICH LETTER IS MISSING-- N O P__ %LOWER CASE

- A. R
- B. S
- *C. Q

1101373
1101373
1101373
1101373

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF ALPHABETICAL ORDER
WHEN PRESENTED A GROUP OF THREE WORDS BEGINNING WITH THE SAME
LETTER BY SELECTING THE WORD WHICH WOULD COME FIRST IN THE
DICTIONARY. %6

0165

THE TEACHER WILL READ THE QUESTION TO THE CHILD, THEN SHOW FLASH
CARD WITH CHOICES TO THE CHILD.

0146

WHICH WORD WILL COME FIRST IN THE DICTIONARY

- A. BLUE
- B. FACT
- *C. BEEN

1101387
1101387
1101387
1101387

WHICH WORD WILL COME FIRST IN THE DICTIONARY

- A. GRAY
- B. GUM
- *C. GONE

1101388
1101388
1101388
1101388

WHICH WORD WILL COME FIRST IN THE DICTIONARY

- A. MEN
- *B. MAN

1101389
1101389
1101389

C. MOON	1101389
WHICH WORD WILL COME FIRST IN THE DICTIONARYO	1101390
*A. READ	1101390
R. REED	1101390
C. RED	1101390
WHICH WORD WILL COME FIRST IN THE DICTIONARYO	1101391
*A. TEN	1101391
R. TON	1101391
C. TUNE	1101391
WHICH WORD WILL COME FIRST IN THE DICTIONARYO	1101392
A. GREEN	1101392
*R. GRASS	1101392
C. GROW	1101392

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF INITIALS WHEN GIVEN A LIST OF NAMES OF PEOPLE BY WRITING INITIALS FOR EACH NAME. #80	0214
DIRECTIONS-- READ EACH NAME AND WRITE THE INITIALS FOR EACH. USE CAPITAL LETTERS AND PERIODS.	0195
JANE ANN HILL A. J. A. H.	1101939 1101939
LINDA SUSAN GREEN A. L. S. G.	1101940 1101940
JACK ROY PARKS A. J. R. P.	1101941 1101941
SALLY ANN BELL A. S. A. B.	1101942 1101942
DON PETER BROWN A. D. P. B.	1101943 1101943
JOHN CARL COOK A. J. C. C.	1101944 1101944
BETTY SHE LITTLE A. D. S. L.	1101945 1101945
MY INITIALS ARE A. CHILD WILL WRITE HIS/HER OWN INITIALS.	1101946 1101946

THE STUDENT WILL SHOW HIS KNOWLEDGE OF LIKENESSES AND DIFFERENCES BY CHOOSING THE GROUP OF LETTERS WHICH IS ALIKE IN THE GIVEN SET OF GROUPS. #30	0767
ORAL DIRECTIONS-- CHOOSE THE GROUP OF LETTERS WHICH ARE ALL ALIKE.	0776

A. M M N M

1104834



*B. W W W W
C. P L J C

1104834
1104834

*A. D D D D
B. P M C K
C. P L D F

1104835
1104835
1104835

A. D L K L
B. S L T J
*C. U U U U

1104836
1104836
1104836

REFERENCE

SOURCES

THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF THE KINDS OF INFORMATION CONTAINED IN RESOURCE MATERIALS BY SELECTING THE BEST RESOURCE BOOK THAT WOULD CONTAIN THE ANSWERS TO GIVEN QUESTIONS. #20

0555

DIRECTIONS-- SELECT THE *BEST* REFERENCE IN WHICH TO FIND THE ANSWER TO EACH QUESTION.

HOW MANY SYLLABLES ARE IN THE WORD PRACTICE?

- A. ALMANAC
- B. ATLAS
- C. ENCYCLOPEDIA
- *D. DICTIONARY

8989
8989
8989
8989
8989

WHAT WAS THE POPULATION OF CHICAGO, ILLINOIS, DURING THE PAST YEAR?

- *A. ALMANAC
- B. ATLAS
- C. ENCYCLOPEDIA
- D. DICTIONARY

8990
8990
8990
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8990

WHAT WORDS MEAN THE OPPOSITE OF EXCELLENT?

- A. ALMANAC
- B. ATLAS
- C. ENCYCLOPEDIA
- *D. DICTIONARY

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8991
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8991
8991

WHAT IS THE MEANING OF THE PREFIX HEMIO?

- A. ALMANAC
- B. ATLAS
- C. ENCYCLOPEDIA
- *D. DICTIONARY

8992
8992
8992
8992
8992

WHAT ARE THE LARGE CITIES OF ILLINOIS?

- A. ALMANAC
- *B. ATLAS

8993
8993
8993

C. ENCYCLOPEDIA	8993
D. DICTIONARY	8993
WHAT ARE SOME SPECIAL CUSTOMS OF GREAT BRITAIN?	8994
A. ALMANAC	8994
B. ATLAS	8994
*C. ENCYCLOPEDIA	8994
D. DICTIONARY	8994
WHAT IS THE HIGHEST PLACE IN THE WORLD?	8995
*A. ALMANAC	8995
B. ATLAS	8995
C. ENCYCLOPEDIA	8995
D. DICTIONARY	8995
WHAT ARE THE INDUSTRIES OF CALIFORNIA?	8996
A. ALMANAC	8996
B. ATLAS	8996
*C. ENCYCLOPEDIA	8996
D. DICTIONARY	8996
WHAT ARE THE ROUTES SHIPS TRAVEL BETWEEN NEW YORK AND GREAT BRITAIN?	8997
A. ALMANAC	8997
*B. ATLAS	8997
C. ENCYCLOPEDIA	8997
D. DICTIONARY	8997
WHERE ARE THE GRASSLANDS OF NORTH AMERICA?	8998
A. ALMANAC	8998
*B. ATLAS	8998
C. ENCYCLOPEDIA	8998
D. DICTIONARY	8998
HOW DID THE FIRST THANKSGIVING BEGIN?	8999
A. ALMANAC	8999
B. ATLAS	8999
*C. ENCYCLOPEDIA	8999
D. DICTIONARY	8999
HOW MANY PEOPLE OWNED T.V. SETS LAST YEAR?	9000
*A. ALMANAC	9000
B. ATLAS	9000
C. ENCYCLOPEDIA	9000
D. DICTIONARY	9000
WHAT IS ANOTHER WORD I CAN USE INSTEAD OF FRIGHTENING?	9001
A. ALMANAC	9001
B. ATLAS	9001
C. ENCYCLOPEDIA	9001
*D. DICTIONARY	9001
WHAT IS THE AVERAGE RAINFALL OF ILLINOIS AND INDIANA?	9002
A. ALMANAC	9002
*B. ATLAS	9002
C. ENCYCLOPEDIA	9002
D. DICTIONARY	9002
WHAT BASEBALL PLAYER HIT THE MOST HOMERUNS LAST YEAR?	9003
*A. ALMANAC	9003
B. ATLAS	9003

C. ENCYCLOPEDIA	9003
D. DICTIONARY	9003
HOW DO YOU SAY THE WORD. SYLLABICATIONO	9004
A. ALMANAC	9004
B. ATLAS	9004
C. ENCYCLOPEDIA	9004
*D. DICTIONARY	9004
HOW DOES AN AIRPLANE FLYO	9005
A. ALMANAC	9005
B. ATLAS	9005
*C. ENCYCLOPEDIA	9005
D. DICTIONARY	9005
WHO WON THE ACADEMY AWARD FOR ACTING TWO YEARS AGOO	9006
*A. ALMANAC	9006
B. ATLAS	9006
C. ENCYCLOPEDIA	9006
D. DICTIONARY	9006
WHERE DO THE GREATEST NUMBER OF PEOPLE LIVE IN ALASKAO	9007
A. ALMANAC	9007
*B. ATLAS	9007
C. ENCYCLOPEDIA	9007
D. DICTIONARY	9007
HOW DO YOU SPELL THE WORD HAPPIESTO	9008
A. ALMANAC	9008
B. ATLAS	9008
C. ENCYCLOPEDIA	9008
*D. DICTIONARY	9008

THE STUDENT WILL APPLY HIS UNDERSTANDING OF HOW TO USE THE CARD CATALOGUE WHEN GIVEN A SPECIFIC LIST OF BOOK TITLES BY LOCATING THE BOOKS FROM THE GUIDE NUMBERS OR LETTERS ON THE CATALOGUE CARDS. #50	0198
THE TEACHER WILL GIVE THE CHILD A LIST OF BOOK TITLES INSTRUCT- ING THE CHILD TO LOCATE THESE BOOKS BY THE GUIDE NUMBERS OR LETTERS GIVEN IN THE CARD CATALOGUE.	0179
CAT IN THE HAT	1101791
A. GUIDE NO. F S	1101791
THE INCREDIBLE JOURNEY	1101792
A. GUIDE NO. F B	1101792
STANLEY	1101793
A. GUIDE NO. E H	1101793
DINOSAURS AND OTHER PREHISTORIC ANIMALS	1101794
A. GUIDE NO. N 568	1101794
RASCAL	1101795
A. GUIDE NO. N 599	1101795

THE STUDENT WILL APPLY AN UNDERSTANDING OF HOW TO USE THE
ENCYCLOPEDIA BY LISTING VOLUME AND PAGE NUMBER WHERE EACH TOPIC
ON A LIST CAN BE FOUND. %50

0197

THE TEACHER WILL GIVE CHILD A LIST OF SPECIFIC TOPICS INSTRUCTING
THE CHILD TO FIND EACH TOPIC IN THE ENCYCLOPEDIA AND LIST ON A
SHEET THE VOLUME AND PAGE NUMBER WHERE EACH TOPIC IS LOCATED.

0178

HORSES

A. WORLD BOOK ENCYCLOPEDIA, 1964, VOL. 9, P. 308

1101786

1101786

SPACE TRAVEL

A. WORLD BOOK ENCYCLOPEDIA, 1964, VOL. 17, P. 560

1101787

1101787

PREHISTORIC ANIMALS

A. WORLD BOOK ENCYCLOPEDIA, 1964, VOL. 15, P. 660

1101788

1101788

BASEBALL

A. WORLD BOOK ENCYCLOPEDIA, 1964, VOL. 2, P. 92

1101789

1101789

DINOSAUR

A. WORLD BOOK ENCYCLOPEDIA, 1964, VOL. 5, P. 170

1101790

1101790

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF CLASSIFICATION OF
WORDS BY SELECTING THE SECTION OF *MY SECOND DICTIONARY* WHERE
A PARTICULAR WORD WOULD BE FOUND. %200

0586

DIRECTIONS - CHOOSE THE SECTION WHERE YOU WOULD FIND EACH WORD
IN *MY SECOND DICTIONARY.*

0612

WHERE WOULD *ELEPHANT* BE FOUND?

9502

A. WORDS FOR PEOPLE

9502

B. WORDS FOR PLACES

9502

*C. WORDS FOR ANIMALS

9502

WHERE WOULD *GRANDMOTHER* BE FOUND?

9503

A. WORDS FOR WHAT WE DO AND DID

9503

*B. WORDS FOR PEOPLE

9503

C. WORDS THAT TELL HOW

9503

WHERE WOULD *FIVE* BE FOUND?

9504

A. WORDS THAT TELL WHAT KIND OR COLOR

9504

B. WORDS THAT HELP TELL WHEN

9504

*C. WORDS THAT HELP TELL HOW MUCH, HOW MANY, OR WHICH ONE

9504

WHERE WOULD *PAPER* BE FOUND?

9505

*A. WORDS FOR THINGS

9505

B. WORDS THAT TELL HOW

9505

C. WORDS THAT HELP TELL WHERE

9505

WHERE WOULD *HOUSE* BE FOUND?

9506

A. WORDS FOR ANIMALS

9506

*B. WORDS FOR PLACES

9506

C. WORDS FOR WHAT WE DO AND DID

9506

WHERE WOULD *SWEEP* BE FOUND?

9507

A. WORDS THAT TELL WHAT KIND OR COLOR	9507
B. WORDS THAT HELP TELL WHERE	9507
*C. WORDS FOR WHAT WE DO AND DID	9507
WHERE WOULD *DOWN* BE FOUND	9508
*A. WORDS THAT HELP TELL WHERE	9508
B. WORDS FOR ANIMALS	9508
C. WORDS THAT HELP TELL WHEN	9508
WHERE WOULD *RED* BE FOUND	9509
A. WORDS THAT HELP TELL WHERE	9509
B. WORDS FOR THINGS	9509
*C. WORDS THAT TELL WHAT KIND OR COLOR	9509
WHERE WOULD *AFTERNOON* BE FOUND	9510
A. WORDS THAT TELL HOW	9510
*B. WORDS THAT HELP TELL WHEN	9510
C. WORDS FOR PLACES	9510
WHERE WOULD *CAREFULLY* BE FOUND	9511
A. WORDS THAT HELP TELL WHEN	9511
B. WORDS FOR PLACES	9511
*C. WORDS THAT TELL HOW	9511
WHERE WOULD *DOLLAR* BE FOUND	9512
*A. WORDS FOR THINGS	9512
B. WORDS THAT TELL HOW	9512
C. WORDS FOR PLACES	9512
WHERE WOULD *PILGRIM* BE FOUND	9513
A. WORDS THAT TELL HOW	9513
*B. WORDS FOR PEOPLE	9513
C. WORDS THAT HELP TELL WHEN	9513
WHERE WOULD *BUSY* BE FOUND	9514
A. WORDS FOR PEOPLE	9514
B. WORDS FOR ANIMALS	9514
*C. WORDS THAT TELL WHAT KIND OR COLOR	9514
WHERE WOULD *ASKED* BE FOUND	9515
A. WORDS THAT HELP TELL WHEN	9515
B. WORDS THAT TELL HOW	9515
*C. WORDS FOR WHAT WE DO AND DID	9515
WHERE WOULD *FEW* BE FOUND	9516
A. WORDS FOR WHAT WE DO AND DID	9516
*B. WORDS THAT HELP TELL HOW MUCH, HOW MANY, OR WHICH ONE	9516
C. WORDS THAT HELP TELL WHEN	9516
WHERE WOULD *RACCOON* BE FOUND	9518
A. WORDS THAT TELL HOW	9518
*B. WORDS FOR ANIMALS	9518
C. WORDS FOR PLACES	9518
WHERE WOULD *ILLINOIS* BE FOUND	9519
*A. WORDS FOR PLACES	9519
B. WORDS THAT TELL HOW	9519
C. WORDS THAT HELP TELL WHEN	9519
WHERE WOULD *POLITELY* BE FOUND	9520
A. WORDS THAT HELP TELL WHEN	9520

B. WORDS FOR WHAT WE DO AND DID	9520
*C. WORDS THAT TELL HOW	9520
WHERE WOULD *INSIDE* BE FOUND	9521
A. WORDS THAT TELL HOW	9521
*B. WORDS THAT HELP TELL WHERE	9521
C. WORDS THAT HELP TELL WHEN	9521

USING THE WORDS AND PICTURES SECTION OF *MY SECOND Pictionary,* THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF WORD CATEGORIES BY CHOOSING THE GENERAL CATEGORY THAT WOULD SUPPLY A LOGICAL WORD TO COMPLETE A SENTENCE. %10	0587
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DIRECTIONS - CHOOSE THE SECTION OF YOUR Pictionary THAT TELLS WHAT *KIND* OF WORD WOULD MAKE SENSE IN THE BLANK IN EACH SENTENCE.	0613
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THE CHILDREN ... ALL DAY SATURDAY.	9522
A. WORDS FOR PEOPLE	9522
*B. WORDS FOR WHAT WE DO AND DID	9522
C. WORDS THAT HELP TELL WHERE	9522

JOHN HAS A NEW PET ...	9523
A. WORDS FOR PLACES	9523
B. WORDS FOR PEOPLE	9523
*C. WORDS FOR ANIMALS	9523

SUE IS ... YEARS OLD.	9524
*A. WORDS THAT HELP TELL HOW MANY	9524
B. WORDS FOR PLACES	9524
C. WORDS FOR WHAT WE DO AND DID	9524

MOTHER BOUGHT A ... DRESS.	9525
A. WORDS THAT HELP TELL WHEN	9525
B. WORDS THAT TELL HOW	9525
*C. WORDS THAT TELL WHAT KIND OR COLOR	9525

THE DOG RAN ... THE STREET.	9526
A. WORDS FOR ANIMALS	9526
*B. WORDS THAT HELP TELL WHERE	9526
C. WORDS THAT HELP TELL WHEN	9526

HILL DOES HIS WORK VERY ...	9527
*A. WORDS THAT TELL HOW	9527
B. WORDS FOR WHAT WE DO AND DID	9527
C. WORDS THAT HELP TELL WHERE	9527

THAT OLD HOUSE NEEDS A NEW ...	9528
A. WORDS THAT TELL HOW	9528
*B. WORDS FOR THINGS	9528
C. WORDS THAT HELP TELL WHERE	9528

OUR CLASS WENT ON A TRIP TO THE ...	9529
A. WORDS THAT TELL HOW	9529
B. WORDS THAT HELP TELL WHEN	9529
*C. WORDS FOR PLACES	9529

MY ... WROTE A LETTER TO ME.	9330
*A. WORDS FOR PEOPLE	9330

B. WORDS FOR PLACES 9330
 C. WORDS THAT HELP TELL WHEN 9330

FATHER LEFT FOR WORK ... THIS MORNING. 9531
 A. WORDS FOR ANIMALS 9531
 *B. WORDS THAT HELP TELL WHEN 9531
 C. WORDS THAT TELL WHAT KIND OR COLOR 9531

THE STUDENT WILL RECALL THE USE OF GUIDE WORDS BY SELECTING THEIR 0054
 USE AS OPPOSED TO OTHER METHODS FOR FINDING WORDS IN A
 DICTIONARY. %10

TO FIND A WORD IN A DICTIONARY YOU SHOULD FIRST 1100184
 A. LOOK AT THE LAST ENTRY WORD ON THE PAGE. 1100184
 B. LOOK AT THE FIRST ENTRY WORD ON THE PAGE. 1100184
 *C. LOOK AT THE GUIDE WORDS. 1100184
 D. SKIM THE PAGE UNTIL YOU FIND THE WORD. 1100184

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF GUIDE WORDS BY 0584
 CHOOSING THE WORD THAT WOULD BE ON THE SAME DICTIONARY PAGE AS
 TWO GUIDE WORDS. %200

BUSH DISTANT 9467
 *A. CABIN 9467
 B. BRUSH 9467
 C. DOOR 9467

BOARD DIME 9468
 A. DRYER 9468
 B. BICYCLE 9468
 *C. BREAD 9468

HUNGRY LEARNED 9469
 *A. INSTEAD 9469
 B. LEAVE 9469
 C. HUGE 9469

LIFT NOTHING 9470
 A. NOW 9470
 *B. LISTEN 9470
 C. LIFE 9470

NEVER RACCOON 9471
 A. NEIGHBOR 9471
 B. RACE 9471
 *C. QUARREL 9471

OBEY ROAST 9472
 A. OAK 9472
 *B. PICTURE 9472
 C. RODE 9472

SECOND THEY 9473
 *A. SEEMED 9473
 B. THROUGH 9473

MACHINE SPRING

- *A. SPOKE
- B. SQUIRREL
- C. LESSON

9486
9486
9486
9486

THE STUDENT WILL APPLY SKILLS NEEDED IN ALPHABETIZING IN USE OF THE DICTIONARY BY SELECTING THE GUIDE WORDS THAT SHOULD BE USED TO LOCATE A GIVEN WORD. \$20

0590

DIRECTIONS - SELECT THE PAIR OF GUIDE WORDS BETWEEN WHICH THE GIVEN WORD WOULD BE FOUND.

0616

CAMEL

- A. CHARGER - CHEAT
- *B. CALCULATE - CAMOUFLAGE
- C. CLENCH - CLOCKWORD

9568
9568
9568
9568

EVERY

- A. FASEL - EDDY
- B. ELUDE - EMIGRATE
- *C. EVERGREEN - EXAMPLE

9569
9569
9569
9569

GLUE

- *A. GLOOMY - GOAT
- B. GARTER SNAKE - GAZETTEER
- C. GEAR - GENEROUS

9570
9570
9570
9570

ITEM

- A. IOWA - ISLE
- *B. ISLET - IVY
- C. INTELLIGENT - INTEREST

9571
9571
9571
9571

MINK

- A. MOCKERY - MOLD
- B. MOSTLY - MOUNT
- *C. MINF - MINUTE

9572
9572
9572
9572

POTATO

- *A. POST - POUND
- B. PRINTER - PROBABLE
- C. PUNCTURE - PURPOSE

9573
9573
9573
9573

RESTAURANT

- *A. REST - RETAIL
- B. RIFT - RING
- C. ROWDY - RUFFLE

9574
9574
9574
9574

SAND

- A. SAUNTER - SCAT
- B. SCROLL - SEA
- *C. SAMPLE - SAPPHIRE

9575
9575
9575
9575

SOLO

- A. SPELL - SPILL
- *B. SOLE - SOMERSAULT
- C. SPANKING - SPECIALIST

9576
9576
9576
9576

TALK	
A. TEMPER - TENDER	9577
*B. TAG - TALK	9577
C. THROW - TIARA	9577
UMBRELLA	
A. UNFAMILIAR - UNIFORM	9578
B. UNTIMELY - UPHOLD	9578
*C. U - UNBEND	9578
WALNUT	
A. WIGGLE - WILLOW	9579
B. WILT - WING	9579
*C. WAITRESS - WANT	9579
CARPET	
*A. CAROL - CARTOON	9580
B. CATERPILLAR - CEASE	9580
C. CHECK - CHERRY	9580
DIFFERENT	
A. DIGESTION - DENIER	9581
*B. DICTATION - DIGEST	9581
C. DISCOVER - DISH	9581
FARAWAY	
A. FLOOR - FLUSH	9582
B. FLAG - FLATBOAT	9582
*C. FANCY - FAST	9582
GIRAFFE	
A. GUM - GYROSCOPE	9583
*B. GINGER - GLADDEN	9583
C. GRIN - GROUND	9583
HIPPOPOTAMUS	
*A. HINT - HOARSE	9584
B. HOOP - HORSE	9584
C. HORSEBACK - HOUND	9584
INSIDE	
*A. INSCRIBE - INSPECT	9585
B. IOWA - ISLE	9585
C. IDLER - ILLUSION	9585
MATCH	
A. MEDDLE - MELLOW	9586
*B. MASQUE - MATCH	9586
C. MAGAZINE - MAGNIFY	9586
PENGUIN	
A. PERFORM - PERPETUAL	9587
*B. PENDALUM - PEOPLE	9587
C. PIGEON - PILOT	9587

THE STUDENT CAN RECALL THE RULE OF PROPER BOOK SELECTION BY
IDENTIFYING THE RULE IN A LIST. %10

0045

HOW CAN YOU TELL IF YOU CAN READ A BOOK WELLO CHOOSE THE RULE
THAT WILL HELP YOU.

0046

- A. ALWAYS LOOK AT THE PICTURES TO DECIDE.
- B. COUNT THE TOTAL NUMBER OF PAGES.
- *C. TRY TO READ A PAGE WITHOUT MISSING MORE THAN FIVE WORDS.
- D. DECIDE BY LOOKING AT THE TITLE AND THE COVER.

1100135
1100135
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1100135

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO ANALYZE A LIST OF BOOK
TITLES BY SELECTING THE ONE THAT IS RELEVANT TO A PARTICULAR
SITUATION. %10

0625

DIRECTIONS - READ EACH GROUP OF SENTENCES CAREFULLY. CHOOSE THE
BOOK TITLE THAT IS THE BEST ENDING FOR THE LAST SENTENCE.

0637

SALLY LIKES TO LOOK AT PICTURE BOOKS.
SHE LIKES TO SEE PICTURES OF DICK WHEN HE WAS A BABY.
SALLY WILL LIKE THE BOOK CALLED _____

9738
9738
9738
9738
9738
9738

- A. *A BIG FAMILY*
- *B. *OUR FAMILY*
- C. *THE FUNNY FAMILY*

PETE LIKES TO MAKE THINGS.
RIGHT NOW HE WANTS TO MAKE A TOY CAR FOR BILLY.
PETE WILL WANT THE BOOK CALLED _____

9739
9739
9739
9739
9739
9739

- A. *TOYS BOYS LIKE*
- B. *TOYS THAT CAN GO*
- *C. *TOYS YOU CAN MAKE*

MOTHER WILL HAVE A BIRTHDAY SOON.
JANE WANTS TO SURPRISE HER WITH A PRETTY CAKE.
JANE WILL WANT THE BOOK CALLED _____

9740
9740
9740
9740
9740
9740

- *A. *SOMETHING GOOD TO EAT*
- B. *SOMETHING YOU LIKE*
- C. *SOMETHING FOR MOTHER*

THE CHILDREN ARE FINDING OUT ABOUT RABBITS.
PATTY IS TO FIND OUT WHAT RABBITS EAT.
SHE WILL READ THE BOOK CALLED _____

9741
9741
9741
9741
9741
9741

- A. *PETER RABBIT*
- B. *THE RABBIT HABIT*
- *C. *ALL ABOUT RABBITS*

FATHER LET DICK HAVE SOME WOOD.
HE WANTS TO MAKE A LITTLE WAGON FOR SALLY.
DICK WILL WANT THE BOOK CALLED _____

9742
9742
9742
9742
9742
9742

- A. *HOW WAGONS WORK*
- *B. *WAGONS YOU CAN MAKE*
- C. *FIIN WITH WAGONS*

ONE DAY MIKE WENT TO THE ZOO.
NOW HE WANTS TO KNOW HOW ANIMALS GET INTO THE ZOO.
HE WILL READ THE BOOK CALLED _____

9743
9743
9743
9743
9743
9743

- A. *ANIMALS YOU LIKE*
- B. *ANIMALS ARE FUNNY*
- *C. *ANIMALS FOR THE ZOO*

MOTHER WAS LOOKING AT SOME PICTURES IN A BOOK.

9744

"I WANT TO DO MY HAIR A NEW WAY," SHE SAID.
MOTHER IS LOOKING AT A BOOK CALLED _____.

- *A. *HOW TO LOOK PRETTY*
- B. *MAKE SOMETHING PRETTY*
- C. *PRETTY THINGS TO MAKE*

9744
9744
9744
9744
9744

TOM HELPED PUT OUT THE FIRE AT THE FARM.
THEN HE SAID, "I WANT TO BE A FIREMAN."
TOM WILL LIKE TO READ THE BOOK CALLED _____.

- A. *FIRE CAN HELP*
- *B. *IN THE FIREHOUSE*
- C. *LOOK OUT FOR FIRE*

9745
9745
9745
9745
9745
9745

THE CHILDREN ARE FINDING OUT HOW TO TELL TIME.
BILL SAID, "I HAVE A BOOK THAT WILL HELP US."
BILL'S BOOK IS CALLED _____.

- A. *TIME FOR SCHOOL*
- *B. *WHAT TIME IS IT*
- C. *TIME AFTER TIME*

9746
9746
9746
9746
9746
9746

MIKE KNOWS HOW TO MAKE PICTURES OF MANY THINGS.
HE CANNOT MAKE ANIMALS VERY WELL.
MIKE WILL WANT THE BOOK CALLED _____.

- *A. *YOU CAN MAKE ANIMALS*
- B. *ANIMALS ARE GOOD FRIENDS*
- C. *COME TO SEE THE ANIMALS*

9747
9747
9747
9747
9747
9747

THE STUDENT WILL DIFFERENTIATE BETWEEN FICTION AND NON-FICTION
BOOKS WHEN PRESENTED A GIVEN WORKSHEET BY SELECTING 3 TO 6 BOOKS
OF EACH CATEGORY FROM THE LIBRARY SHELVES. %10

0196

TEACHER WILL GIVE WORKSHEET WITH TITLES FICTION AND NON-FICTION
TO THE CHILD INSTRUCTING THE CHILD TO SELECT BOOKS OF EACH
CATEGORY FROM THE LIBRARY SHELVES.

0177

- A. CHILD SELECTS FICTION AND NON-FICTION STORIES.

1101785

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE TERM *TITLE
PAGE* BY LOCATING THAT PAGE WHEN GIVEN A BOOK. %10

0200

THE TEACHER WILL GIVE THE CHILD A BOOK INSTRUCTING THE CHILD TO
LOCATE THE TITLE PAGE.

0181

- A. THE CHILD LOCATES THE TITLE PAGE.

1101797

THE STUDENT WILL INDICATE HIS KNOWLEDGE THAT A PAGE OF PRINT IS
READ FROM TOP TO BOTTOM AND LEFT TO RIGHT BY CORRECTLY RUNNING A
FINGER ALONG THE LINES OF PRINT. %10

0201

THE TEACHER WILL GIVE THE CHILD A BOOK INSTRUCTING THE CHILD TO
RUN A FINGER ALONG THE LINES OF PRINT AS HE WOULD READ IT.

0182

A. THE CHILD RUNS HIS FINGERS ALONG THE LINES OF PRINT.

1101798

THE STUDENT WILL APPLY HIS UNDERSTANDING OF HOW TO USE A TABLE OF CONTENTS BY LOCATING THE PAGE ON WHICH A GIVEN ARTICLE OR STORY BEGINS. %50

0202

THE TEACHER WILL GIVE THE CHILD A BOOK, NAME A STORY, AND INSTRUCT THE CHILD TO FIND THE PAGE NUMBER FOR THE STORY BY USING THE TABLE OF CONTENTS.

0183

PATTY READS TO TIM
A. P. 35

1101799

1101799

A GOOD FRIEND
A. P. 49

1101800

1101800

THE LITTLE TRAIN IN A HURRY
A. P. 132

1101801

1101801

A PET FOR THE ZOO
A. P. 116

1101802

1101802

WHAT WAS IT TO
A. P. 167

1101803

1101803

VOCABULARY

THE STUDENT DEMONSTRATES AN UNDERSTANDING OF VOCABULARY BY SELECTING THE CORRECT MEANING OF A SPECIFIED WORD IN A SENTENCE. %30

0057

SELECT THE MEANING YOU THINK IS THE SAME AS THE MEANING OF THE STARRED WORD IN THE SENTENCE.

0059

HE STEPPED OUT OF *LINE*.

1100199

1100199

1100199

1100199

1100199

A. A STRONG CORD

B. A TELEGRAPH WIRE

C. ONE VERSE OF POETRY

*D. A ROW OF PERSONS OR THINGS

THE BARK ON THE DEAD *TRUNK* WAS FALLING OFF.

1100200

1100200

1100200

1100200

1100200

A. A PIECE OF LUGGAGE

B. THE NOSE OF AN ELEPHANT

C. A VEHICLE USED TO CARRY THINGS

*D. THE STEM OF A TREE

I GOT A NEW *WATCH* FOR MY BIRTHDAY.

1100201

1100201

1100201

1100201

A. TO LOOK VERY CLOSELY AT SOMETHING

*B. A TIME TELLING DEVICE

C. TO BE ON DUTY

GIVEN A SENTENCE CONTAINING A WORD WITH SEVERAL MEANINGS, THE STUDENT CAN APPLY HIS ABILITY TO COMPREHEND WORD MEANING BY SELECTING THE SENTENCE USING THE GIVEN WORD IN A *DIFFERENT* WAY. *100 0621

DIRECTIONS-- READ THE FIRST SENTENCE THINKING CAREFULLY OF THE STARRED WORD. THEN READ THE OTHER SENTENCES, AND CHOOSE THE ONE IN WHICH THE STARRED WORD HAS A *NEW* OR *DIFFERENT* MEANING. 0634

MOTHER CUT HER *HAND* ON A CAN. 9693
 A. WHICH IS YOUR RIGHT. *HANDO* 9693
 *B. PLEASE *HAND* ME THAT BOOK. 9693
 C. PUT YOUR *HAND* ON YOUR HEAD. 9693

SUSAN READS AS *WELL* AS JANE. 9694
 *A. JACK AND JILL WENT TO A *WELL*.* 9694
 B. HOW *WELL* CAN YOU TELL TIME? 9694
 C. MIKE CAN NOT DRAW ANIMALS *WELL*.* 9694

TOM CAN'T FIND HIS *PEN*.* 9695
 A. THIS *PEN* HAS RED INK IN IT. 9695
 *B. DICK PUT THE PIGS IN THE *PEN*.* 9695
 C. PETE WANTS A *PEN* FOR HIS BIRTHDAY. 9695

DO YOU *HAVE* ANYTHING TO EAT? 9696
 A. PETE WILL *HAVE* A BIRTHDAY PARTY. 9696
 B. *HAVE* YOU GOT ANY PENNIES? 9696
 *C. WE *HAVE* TO GO HOME NOW. 9696

SUSAN'S WORK IS ALL *RIGHT* NOW. 9697
 A. THAT IS THE *RIGHT* WAY TO PLAY THE GAME. 9697
 *B. MIKE CAME *RIGHT* HOME AFTER SCHOOL. 9697
 C. "YOU ARE *RIGHT* ABOUT THAT" SAID PETE. 9697

WILL YOU *PLEASE* COME HERE? 9698
 *A. THIS WORK WILL *PLEASE* MOTHER. 9698
 B. PUT YOUR BOOKS AWAY, *PLEASE*.* 9698
 C. *PLEASE* MAY I HAVE A PENNY? 9698

THAT COAT IS *LIKE* THE ONE I WANT. 9699
 A. PETE WANTED A HAIRCUT *LIKE* TOM'S. 9699
 B. IS YOUR NEW BOOK *LIKE* THIS ONE? 9699
 *C. IT LOOKS *LIKE* IT WILL RAIN SOON. 9699

THERE IS *ROOM* TO PLAY BALL IN OUR YARD. 9700
 A. DO YOU HAVE *ROOM* TO WRITE YOUR NAME? 9700
 *B. THIS IS THE *ROOM* I KEEP MY TOYS IN. 9700
 C. THERE WAS NO *ROOM* FOR BILLY IN THE WAGON. 9700

PETE *LEFT* HIS SCHOOLBOOK AT HOME. 9701
 A. MOTHER KNOWS WHERE SUSAN *LEFT* HER SHOES. 9701
 B. GRANDFATHER *LEFT* THE CAKE AT DICK'S HOUSE. 9701
 *C. THERE WAS NO ONE *LEFT* TO PLAY WITH SALLY. 9701

MIKE HAD TO GO *BACK* HOME FOR HIS BOOK. 9702
 *A. PUT YOUR NAME ON THE *BACK* OF YOUR WORK. 9702

- B. THE BOYS WENT *PACK* TO SCHOOL TO FIND PETE.
C. YOU CAN COME *BACK* HERE AGAIN SOMEDAY.

9702
9702

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF VOCABULARY BY CHOOSING FROM A GIVEN LIST THE WORD OR WORDS HAVING THE SAME MEANING AS THE STIMULUS WORD. \$100

0879

DIRECTIONS-- FOR EACH OF THE FOLLOWING WORDS CHOOSE ONE CORRECT MEANING.

0874

CASTLE

- A. CHURCH
B. TEMPLE
C. KIRK
*D. FORTIFIED BUILDING

1106066
1106066
1106066
1106066
1106066

STANZA

- A. A PALACE
B. A DOCK FOR SHIPS
*C. A PART OF A PEOM
D. A HARBOR

1106067
1106067
1106067
1106067
1106067

ROAM

- A. WALK TOWARD
B. GO AWAY
*C. WANDER AROUND
D. GO PAST

1106068
1106068
1106068
1106068
1106068

VESSEL

- A. A RAMP
B. A BOARD
*C. A CONTAINER
D. A ROD

1106070
1106070
1106070
1106070
1106070

MOORED

- A. SUNK INTO
B. SAILED AWAY
*C. TIED UP
D. BLEW UP

1106071
1106071
1106071
1106071
1106071

FARLF

- A. A SONG
B. AN OLD LADY
C. A LIE
*D. A LITTLE STORY

1106072
1106072
1106072
1106072
1106072

MODERATELY

- A. QUICKLY
B. MODERN
C. VERY HARD
*D. MEDIUM

1106073
1106073
1106073
1106073
1106073

VINEYARD

- A. A MEADOW
B. A FOREST
*C. A PLACE WHERE GRAPES GROW
D. A FLOWER BED

1106074
1106074
1106074
1106074
1106074

MEEK

- A. LOUD
- B. LONG
- C. ROUGH
- *D. MILD

1106075
1106075
1106075
1106075
1106075

ABSURD.

- A. TRUE
- B. DIFFICULT
- C. SERIOUS
- *D. RIDICULOUS

1106076
1106076
1106076
1106076
1106076

THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF VOCABULARY BY
CHOOSING FROM THREE WORDS THE ONE WHICH IS THE ANSWER TO A GIVEN
RIDDLE. %100

0831

DIRECTIONS-- READ EACH RIDDLE AND CHOOSE THE WORD WHICH IS THE
ANSWER TO THE RIDDLE.

0837

IT IS SOMETHING GIRLS WEAR.
IT IS PRETTY.

WHAT IS IT?

- A. DIME.
- B. DINNER
- *C. DRESS

1105750
1105750
1105750
1105750
1105750
1105750

IT COMES FROM A CHICKEN.
IT IS SOMETHING YOU EAT.

WHAT IS IT?

- A. EAR
- B. EAT
- *C. EGG

1105751
1105751
1105751
1105751
1105751
1105751

IT IS AN ANIMAL.
IT ATE THE PANCAKE MAN.

WHAT IS IT?

- *A. FOX
- B. FIRE
- C. FAST

1105752
1105752
1105752
1105752
1105752
1105752

IT IS YELLOW AND HAS A PIT.
IT IS GOOD TO EAT.

WHAT IS IT?

- *A. PAPER
- *B. PEACH
- C. PARTY

1105753
1105753
1105753
1105753
1105753
1105753

IT IS AN ANIMAL.
IT LIVES AT YOUR HOUSE.

WHAT IS IT?

- *A. PET
- B. PIT
- C. POT

1105754
1105754
1105754
1105754
1105754
1105754

IT SAYS MEW-MEW.
IT IS LITTLE.

WHAT IS IT?

- A. PUP

1105755
1105755
1105755
1105755

- B. KEY
- *C. KITTEN

1105755
1105755

IT IS SOMETHING BOYS USE.
IT GOES WITH A BALL.

WHAT IS IT?

- A. BIKE
- *B. RAT
- C. BOAT

1105756
1105756
1105756
1105756
1105756
1105756

IT IS MONEY.
IT IS TEN CENTS.

WHAT IS IT?

- A. DRESS
- B. DOOR
- *C. DIME

1105757
1105757
1105757
1105757
1105757
1105757

IT IS A MEAL.
YOU EAT IT AT NOON.

WHAT IS IT?

- *A. LUNCH
- B. BREAKFAST
- C. SUPPER

1105758
1105758
1105758
1105758
1105758
1105758

IT IS TO WRITE WITH.
TEACHERS USE ONE.

WHAT IS IT?

- A. PIN
- *B. PEN
- C. PAN

1105759
1105759
1105759
1105759
1105759
1105759

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO APPLY THE CONCEPT
SUFFIX BY SELECTING THE SUFFIX FROM EACH WORD IN A GIVEN LIST OF
WORDS. %25

0332

DIRECTIONS-- IF THERE IS A SUFFIX IN THE WORD, WRITE IT AFTER THE
WORD.

0274

HARMLESS
A. LESS

1103493
1103493

HELPFUL
A. FUL

1103494
1103494

CLOUDY
A. Y

1103495
1103495

SADLY
A. LY

1103496
1103496

WAKEN
A. EN

1103497
1103497

COMFORTABLE
A. ABLE

1103498
1103498

WORKER
A. ER

1103499
1103499

CAMPING
A. ING.

1103500
1103500

COOKED
A. ED

1103501
1103501

CARELESS
A. LESS

1103502
1103502

SHARPER
A. ER

1103503
1103503

RAINCOAT
A. NONE

1103504
1103504

SLOWLY
A. LY

1103506
1103506

DOGHOUSE
A. NONE

1103507
1103507

RIPEN
A. EN

1103508
1103508

MOUTHFUL
A. FUL

1103509
1103509

EATING
A. ING

1103510
1103510

HEALTHY
A. Y

1103511
1103511

SHAPED
A. ED

1103512
1103512

HELPLESS
A. LESS

1103513
1103513

CHEERFUL
A. FUL

1103514
1103514

INTO
A. NONE

1103515
1103515

TIME
A. NONE

1103516
1103516

SOMEBODY
A. NONE

1103517
1103517

TIMELY
A. LY

1103518
1103518

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE MEANING OF
THE SUFFIX *LESS WHEN GIVEN A SET OF SENTENCES EACH CONTAINING
A WORD WITH THE SUFFIX *LESS BY MARKING WHETHER THE SENTENCE IS

0211

TRUE OR FALSE. %80

DIRECTIONS-- IN EACH SENTENCE BELOW THERE IS A WORD WITH THE SUFFIX *LESS*. READ EACH SENTENCE AND MARK IT *T* IF THE SENTENCE IS TRUE OR *F* IF IT IS FALSE.

0192

A TEARLESS GIRL IS SAD. *F

1101901

ON A CLOUDLESS DAY WE CAN SEE THE SUN. *T

1101902

A FEARLESS HOY, IS NOT AFRAID. *T

1101903

WE NEED TO WASH SPOTLESS CLOTHES. *F

1101904

MOST BABY ANIMALS ARE HELPLESS AT FIRST. *T

1101905

WE FIND SHADE ON TREELESS LAND. *F

1101906

FALLING FROM A TALL TREE IS PAINLESS. *F

1101907

IT IS CARELESS TO LEAVE TOYS ON STAIRS. *T

1101908

GIVEN A ROOT WORD AND A DEFINITION, THE STUDENT CAN APPLY AN UNDERSTANDING OF MEANING OF PREFIXES AND SUFFIXES BY CHOOSING THE CORRECT PREFIX OR SUFFIX TO ADD TO THE ROOT WORD TO MAKE THE WORD ASKED FOR IN THE DEFINITION. %110

0558

DIRECTIONS - READ EACH ROOT WORD AND DEFINITION. CHOOSE THE PREFIX OR SUFFIX YOU WOULD HAVE TO ADD TO EACH ROOT WORD IN ORDER TO MAKE THE WORD ASKED FOR IN THE DEFINITION. WRITE THE NEW WORD.

0584

DEFINITION - *NOT TAKING CARE*

9036

ROOT WORD - CARE

9036

*A. -LESS

9036

B. -FUL

9036

C. -FULLY

9036

DEFINITION - *NEVER SEEMING TO END*

9036

ROOT WORD - END

9037

A. -LY

9037

B. -ABLE

9037

*C. -LESS

9037

DEFINITION - *BE VERY SILLY*

9037

ROOT WORD - FOOL

9038

A. -LY

9038

*B. -ISH

9038

C. -ABLE

9038

DEFINITION - *MADE OUT OF WOOD*

9038

ROOT WORD - WOOD

9039

A. -MENT

9039

*B. -EN

9039

C. -ATION

9039

9039

9039

9039

9039

9039

9039

DEFINITION - *TO OPEN AGAIN

ROOT WORD - OPEN

- *A. RE-
- B. DE-
- C. EX-

DEFINITION - *A FIB, NOT TRUE*

ROOT WORD - TRUE

- A. RE-
- B. -LY
- *C. UN-

DEFINITION - *TO PLAY OVER AGAIN*

ROOT WORD - PLAY

- A. UN-
- *B. RE-
- C. MIS-

DEFINITION - *NOT SAY CORRECTLY*

ROOT WORD - PRONOUNCE

- A. UN-
- B. DIS-
- *C. MIS-

DEFINITION - *TO MAKE DARKER*

ROOT WORD - DARK

- *A. -EN
- B. -LY
- C. -ABLE

DEFINITION - *CAN BE EASILY BROKEN*

ROOT WORD - BREAK

- A. -EN
- *B. -ABLE
- C. -MENT

DEFINITION - *NOT TRUSTING*

ROOT WORD - TRUST

- A. RE-
- *B. DIS-
- C. IN-

9040
9040
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9040
9040

9041
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9042
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9046
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9047

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF SUFFIXES BY CHOOSING THE SUFFIX THAT WILL COMPLETE A ROOT WORD AND MAKE SENSE IN A GIVEN INCOMPLETE SENTENCE. %20

0649

DIRECTIONS - CHOOSE THE SUFFIX WHICH WILL CORRECTLY COMPLETE THE WORD TO MAKE THE SENTENCE CORRECT.

0659

MR. JONES WILL BE A ... FOR THE SCHOOL BUS.

%DRIVE

9929

9929

9929

9929

9929

- *A. ER
- B. ING
- C. EN

MISS SMITH IS THE ... FOR OUR SCHOOL PLAY.

%DIRECT

9930

9930

9930

9930

9930

- A. ER
- B. ED
- *C. OR

THE ... OF FRUIT ARRIVED AT THE DOCK.

%SHIP

9931

9931

9931

9931

9931

- A. ED
- *B. MENT
- C. ING

THE WIND BLEW ... DURING THE STORM.

%WILD

9932

9932

9932

9932

9932

- *A. LY
- B. ISH
- C. FUL

THE GOBLIN COSTUME LOOKED

%FRIGHT

9933

9933

9933

9933

9933

- A. ISH
- *B. FUL
- C. ER

WE WERE ... FOR A DRINK OF LEMONADE.

%THIRST

9934

9934

9934

9934

9934

- A. LY
- *B. Y
- C. LESS

THE OCEAN WATER WAS VERY

%SALT

9935

9935

9935

9935

9935

- A. FUL
- B. LESS
- *C. Y

WHEN OUR DOG CAME HOME SAFELY, WE WERE VERY

%THANK

9936

9936

9936

9936

9936

- A. ING
- B. LESS
- *C. FUL

SALLY HAD A ... OF SAND.

%BUCKET

9937

9937

9937

9937

9937

- *A. FUL
- B. NESS
- IENT

THE ACCIDENT LEFT HIM

%SIGHT

- A. MENT
- B. NESS
- *C. LESS

9938
9938
9938
9938
9938

THE DEATH BROUGHT US MUCH

%SAD

- A. MENT
- *B. NESS
- C. LY

9939
9939
9939
9939
9939

THE CAR STOOD ... AFTER THE ACCIDENT.

%MOTION

- *A. LESS
- B. NESS
- C. MENT

9940
9940
9940
9940
9940

THE MISSING KEYS CAUSED MUCH

%PUZZLE

- A. LESS
- B. NESS
- *C. MENT

9941
9941
9941
9941
9941

THERE WAS A ... IN THE AIR AFTER THE RAIN.

%FRESH

- A. MENT
- *B. NESS
- C. LESS

9942
9942
9942
9942
9942

THE BOYS WERE VERY ... FOR LETTING THE DOG OUT.

%FOOL

- *A. ISH
- B. NESS
- C. ING

9943
9943
9943
9943
9943

THE BED WAS ... THAN THE FLOOR.

%SOFT

- A. LY
- B. NESS
- *C. FR

9944
9944
9944
9944
9944

WE HAD A WEEK-END ... AT OUR HOUSE.

%VISIT

- A. ING
- B. ER
- *C. OR

9945
9945
9945
9945
9945

THE PAINT ... IMPROVED THE HOUSE.

%GREAT

- A. ER
- *B. LY
- C. NESS

9946
9946
9946
9946
9946

THE WATER LOOKED ... BLUE.

%GREEN

- A. ER
- B. LY
- *C. ISH

9947
9947
9947
9947
9947

WE WANDERED ... THROUGH THE WOODS.

- %AIMB
- *A. LESSLY
 - B. LESSNESS
 - C. LESSING

9948
9948
9948
9948

THE STUDENT DEMONSTRATES AN UNDERSTANDING OF THE CHANGE IN WORD MEANING WHEN A SUFFIX IS ADDED BY SELECTING THE CORRECT WORD FORM TO COMPLETE A GIVEN SENTENCE. %3B

.0028

CHOOSE THE WORD YOU THINK BEST COMPLETES THE SENTENCE.

0029

SPOT WATCHES OUR HOUSE CAREFULLY. HE IS A _____ DOG.

- A. WATCHLESS
- *B. WATCHFUL
- C. WATCHER

1100082
1100082
1100082
1100082

DAN DOESN'T TAKE GOOD CARE OF HIS CLOTHES. HE IS A _____ BOY.

- A. CAREFUL
- B. CAREFULLY
- *C. CARELESS

1100083
1100083
1100083
1100083

MY DOG MAY BARK LOUDLY, BUT HE WOULDN'T HARM ANYONE. HE IS A _____ DOG.

- A. WARMS
- *B. HARMLESS
- C. HARMFUL

1100084
1100084
1100084
1100084
1100084

THE STUDENT DEMONSTRATES HIS ABILITY TO APPLY THE CONCEPT PREFIX BY SELECTING THE PREFIX FROM EACH WORD IN A GIVEN LIST OF WORDS. %25B

0331

DIRECTIONS-- IF THERE IS A PREFIX IN THE WORD, WRITE THE PREFIX AFTER THE WORD.

0273

REWRITE

- A. RE

1103468
1103468

UNHAPPY

- A. UN

1103469
1103469

DISLIKE

- A. DIS

1103470
1103470

REFILL

- A. RE

1103471
1103471

FORGIVE

- A. NONE

1103472
1103472

PREVIEW

- A. PRE

1103473
1103473

REPLANT

- A. RE

1103474
1103474

UNEATR
A. UN

1103475
1103475

MISUSE
A. MIS

1103476
1103476

PRF COOK
A. PRE

1103477
1103477

UNABLE
A. UN

1103478
1103478

DISLOYAL
A. DIS

1103479
1103479

RESTRING
A. RE

1103480
1103480

RE READ
A. RE

1103481
1103481

UNSAFE
A. UN

1103482
1103482

PLAYFUL
A. NONE

1103483
1103483

UNDRESS
A. UN

1103484
1103484

DISPLEASED
A. DIS

1103485
1103485

PRETEST
A. PRE

1103486
1103486

TODAY
A. NONE

1103487
1103487

RENAME
A. RE

1103488
1103488

UNLOCK
A. UN

1103489
1103489

REWRITE
A. RE

1103490
1103490

RAINCOAT
A. NONE

1103491
1103491

UNEQUAL
A. UN

1103492
1103492

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE PREFIX *UN*
WHEN GIVEN A SET OF SENTENCES EACH CONTAINING A WORD WITH THE
PREFIX *UN* BY WRITING WHETHER THE SENTENCE IS TRUE OR FALSE.

0215

%70

DIRECTIONS-- READ EACH SENTENCE AND DECIDE WHETHER THE SENTENCE IS TRUE OR FALSE. THEN MARK EACH *T* FOR TRUE OR *F* FOR FALSE.

0196

AN UNHAPPY GIRL IS SAD. *T

1101947

WHEN YOU GET READY TO GO ON A TRIP YOU UNPACK. *F

1101948

IT IS UNSAFE TO PLAY IN THE STREET. *T

1101949

WHEN YOU GIVE A PRESENT YOU UNWRAP IT FIRST. *F

1101950

IN THE MORNING YOU UNDRESS AND GO TO BED. *F

1101951

SOMETHING THAT IS FALSE IS UNTRUE. *T

1101952

AN UNCLEAN SHIRT IS DIRTY. *T

1101954

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO UNDERSTAND PREFIX AND SUFFIX MEANINGS BY SELECTING THE WORD CONTAINING THE PREFIX OR SUFFIX THAT WOULD FIT A STATED DEFINITION. %8

0557

DIRECTIONS - AFTER EACH DEFINITION, A ROOT WORD IS SHOWN WITH DIFFERENT PREFIXES OR SUFFIXES. SELECT THE ONE WHOSE MEANING WOULD FIT THE DEFINITION.

0583

DEFINITION - *TO SAY OVER AGAIN*

9024

- A. TELLABLE
- *B. RETELL
- C. UNTELL

9024

9024

9024

DEFINITION - *TO OPEN*

9025

- A. RELOCK
- B. MISLOCK
- *C. UNLOCK

9025

9025

9025

DEFINITION - *MISTAKE, WRONG*

9026

- *A. INCORRECT
- B. CORRECTABLE
- C. CORRECTED

9026

9026

9026

DEFINITION - *TO PUT IN A WRONG PLACE*

9027

- A. PLACEMENT
- B. UNPLACE
- *C. MISPLACE

9027

9027

9027

DEFINITION - *TO GO OUT OF SIGHT, VANISH*

9028

- A. UNAPPEAR
- *B. DISAPPEAR
- C. REAPPEAR

9028

9028

9028

DEFINITION - *FIRST IN TIME, MOST IMPORTANT*

9029

- *A. MOSTLY
- B. MOSTNESS
- *C. FOREMOST

9029

9029

9029

DEFINITION - *RAPID, FAST*

9030

- *A. QUICKLY

9030

- B. QUICKFUL)
- C. QUICKLESS

9030
9030

DEFINITION - *GREEDY, NOT SHARING*

- A. SELFNESS
- B. SELFLESS
- *C. SELFISH

9031
9031
9031
9031

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH DIFFERENT MEANINGS OF A WORD BY READING THREE SENTENCES AND MARKING THE SENTENCE WHERE THE STARRED WORD DOES NOT MEAN THE SAME AS IT DOES IN THE OTHER TWO. *12*

0793

DIRECTIONS-- READ THE FOLLOWING SENTENCES. IN TWO OF THE SENTENCES THE STARRED WORD MEANS THE SAME THINGS. IN THE OTHER SENTENCE IT DOES NOT. CHOOSE THE SENTENCE THAT DOES NOT HAVE THE WORD OF THE SAME MEANING.

0802

- A. FATHER TOOK OUT THE GARDEN *HOSE*.
- *B. MOTHER HAD A RUN IN HER *HOSE*.
- C. MOTHER BOUGHT A *HOSE* TO WATER THE LAWN.

1105223
1105223
1105223

- *A. THE CAR WENT *OVER* THE BRIDGE.
- B. READ THE STORY *OVER* AGAIN.
- C. JIM HAD TO DO HIS WORD *OVER*.

1105224
1105224
1105224

- *A. PLEASE *HAND* ME THE JAR.
- B. RAISE YOUR RIGHT *HAND*.
- C. JIM GRABBED THE FISH WITH HIS *HAND*.

1105225
1105225
1105225

- A. HOW DID YOU LIKE YOUR *TRIP*?
- B. WE ARE GOING TO TAKE A *TRIP*.
- *C. DID YOU *TRIP* OVER THE RUG?

1105226
1105226
1105226

- A. WE ARE IN THE FRONT *ROOM*.
- *B. WE DO NOT HAVE ENOUGH *ROOM*.
- C. YOU ARE IN THAT *ROOM*.

1105227
1105227
1105227

- *A. *SEE* IF YOU CAN DO THIS.
- B. *SEE* THE MOUNTAINS.
- C. I CAN *SEE* THE TREE.

1105228
1105228
1105228

- A. WE WENT TO THE *GAME*.
- *B. WE SAW A LOT OF *GAME* IN THE WOODS.
- C. THE BASEBALL *GAME* WAS FUN.

1105229
1105229
1105229

- *A. WE LIKE TO *SUN*.
- B. WHEN DOES THE *SUN* COME UP?
- C. THE *SUN* IS HOT IN SUMMER.

1105230
1105230
1105230

- A. THE WEATHER IS NICE IN *SPRING*.
- *B. WE GOT WATER FROM THE *SPRING*.
- C. WE PLAY BALL IN *SPRING*.

1105231
1105231
1105231

- A. HE *RUNS* THROUGH THE WOODS.
- *B. SHE HAS *RUNS* IN HER NYLONS.
- C. SHE NEVER WALKS, BUT *RUNS*.

1105232
1105232
1105232

- A. THERE IS *BARK* ON THE TREE.
- B. DO NOT CHEW THE *BARK*.
- *C. DID YOU HEAR THE DOG *BARK*O

1105233
1105233
1105233

- A. THE *COVER* OF THE BOOK WAS RED.
- B. PUT THE *COVER* ON THE BED.
- *C. PLEASE *COVER* THE PAN.

1105234
1105234
1105234

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECALL A SIGHT WORD BY REPLACING ONE LETTER WHICH HAS BEEN DELETED. %100

0939

DIRECTIONS-- LOOK AT THE FOLLOWING SENTENCES AND YOU WILL NOTICE THAT ONE LETTER HAS BEEN LEFT OUT. I WANT YOU TO CHOOSE THE LETTER WHICH WILL CORRECTLY COMPLETE THE WORD.

0923

P-FF IS A CAT.

- A. O
- *B. IJ
- C. I

1106552
1106552
1106552
1106552

THE BOY CAN R-N.

- A. A
- *B. U
- C. I

1106553
1106553
1106553
1106553

FATHER WILL H-LP ME.

- A. A
- *B. E
- C. I

1106554
1106554
1106554
1106554

SALLY W-NTS TIM.

- A. O
- B. E
- *C. A

1106555
1106555
1106555
1106555

COME W-TH ME.

- *A. I
- B. O
- C. A

1106556
1106556
1106556
1106556

SALLY CAN R-DE IN HER CAR.

- A. A
- *B. I
- C. O

1106557
1106557
1106557
1106557

COME H-ME WITH ME.

- A. A
- B. I
- *C. O

1106558
1106558
1106558
1106558

LOOK H-RE, DICK.

- *A. E
- B. I
- C. O

1106559
1106559
1106559
1106559

RUN JANF, RUN F-ST.

- A. I
- B. O

1106560
1106560
1106560

*C. A
MOTHER C-N LOOK AT THIS.

- *A. O
- *B. A
- C. I

1106560
1106561
1106561
1106561
1106561

THE STUDENT WILL RECOGNIZE ROOT WORDS BY CHOOSING THE WORD THAT
IS A ROOT OR BASE WORD. - %40

0044

CHOOSE THE WORD THAT IS A ROOT WORD.

- A. WATCHING
- B. WATCHFUL
- *C. WATCH
- D. WATCHED

1100131
1100131
1100131
1100131

- A. UNSAFE
- B. HAPPILY
- C. DIRTY
- *D. COLD

1100132
1100132
1100132
1100132

- A. THIRSTY
- B. SMILED
- C. TALKING
- *D. FAMILY

1100133
1100133
1100133
1100133

- A. WINNING
- B. BOOKS
- *C. ARRANGE
- D. FILLED

1100134
1100134
1100134
1100134

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE THE ROOT
WORD FROM INFLECTED FORMS WITH PREFIXES AND SUFFIXES UN, RE,
ING, AND ED, BY CHOOSING THE ROOT. %80

0357

DIRECTIONS-- LOOK CLOSELY AT EACH WORD IN EACH ROW AND WRITE
ONLY THE ROOT OF EACH WORD.

0299

UNABLE
A. ABLE

1103873
1103873

UNHAPPY
A. HAPPY

1103874
1103874

RUNNING
A. RUN

1103875
1103875

PLAYED
A. PLAY

1103876
1103876

TALKING
A. TALK

1103877
1103877

HAPPENING

1103878

A. HAPPEN

1103878

REPLAY

1103879

A. PLAY

1103879

WORKED

1103880

A. WORK

1103880

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF COMPOUND WORDS BY IDENTIFYING THE LIST THAT CONTAINS ONLY COMPOUND WORDS. #1

0051

SELECT THE WORDS THAT ARE ALL EXAMPLES OF COMPOUND WORDS.

0054

A. AFTERNOON, BAREFOOT, WALKING, TALKED

1100181

B. FIREPLACE, FOOTBALL, RULER, TRUCKING

1100181

C. BOOKS, BUTTONING, BEDTIME, COWBOY

1100181

D. GRANDMOTHER, BASEBALL, COFFEEPOT, GOLDFISH

1100181

THE STUDENT WILL UNDERSTAND THE MEANING OF COMPOUND WORDS BY CHOOSING THE COMPOUND WORD THAT CORRECTLY NAMES THE PICTURE. #3

0133

LOOK AT THE FIRST PICTURE. BELOW IT YOU WILL SEE THREE COMPOUND WORDS. PLEASE STUDY THEM CAREFULLY AND DECIDE WHICH WORD CORRECTLY NAMES THE PICTURE. CHOOSE THAT WORD. DO THE SAME FOR ALL OF THE PICTURES.

0115

PICTURE OF A FIREMAN.

1100804

A. FIREHOUSE

1100804

*B. FIREMAN

1100804

C. MAILMAN

1100804

PICTURE OF A DOGHOUSE.

1100805

*A. DOGHOUSE

1100805

B. TREEHOUSE

1100805

C. HOUSEBOAT

1100805

PICTURE OF A SNOWMAN.

1100806

*A. SNOWMAN

1100806

B. SNOWFLAKE

1100806

*C. SNOWBALL

1100806

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF COMPOUND WORDS WHEN GIVEN A SPECIFIC GROUP OF WORDS BY LISTING THE TWO WORDS WHICH FORM EACH COMPOUND WORD. #15

0188

TEACHER TELLS CHILD-- LOOK AT THE FIRST COMPOUND WORD ON YOUR SHEET. DECIDE WHICH TWO WORDS WERE JOINED TO MAKE THE COMPOUND WORD. THEN, WRITE THOSE WORDS NEXT TO IT. DO THE SAME FOR EACH OF THE OTHER WORDS.

0169

SNOWBALL

1101669

A. SNOW BALL

1101669

FIREMAN	1101670
A. FIRE MAN	1101670
RAINCOAT	1101671
A. RAIN COAT	1101671
SOMETHING	1101672
A. SOME THING	1101672
HIMSELF	1101673
A. HIM SELF	1101673
AFTERNOON	1101674
A. AFTER NOON	1101674
DOORWAY	1101675
A. DOOR WAY	1101675
TOOTHBRUSH	1101676
A. TOOTH BRUSH	1101676
BOOKCASE	1101677
A. BOOK CASE	1101677
SANDBOX	1101678
A. SAND BOX	1101678
WITHOUT	1101679
A. WITH OUT	1101679
BIRTHDAY	1101680
A. BIRTH DAY	1101680
SHORTSTOP	1101681
A. SHORT STOP	1101681
NOTEBOOK	1101682
A. NOTE BOOK	1101682
UPSTAIRS	1101683
A. UP STAIRS	1101683

THE STUDENT WILL APPLY HIS UNDERSTANDING OF COMPOUND WORDS WHEN GIVEN A SPECIFIC LIST OF MONOSYLLABIC WORDS BY COMBINING PAIRS OF WORDS TO FORM COMPOUND WORDS. 0189

TEACHER TELLS CHILD-- LOOK AT THE COLUMNS OF WORDS. PAIRS OF THESE WORDS CAN BE JOINED TO MAKE A COMPOUND WORD. YOU ARE TO MAKE EACH COMPOUND WORD BY JOINING ONE WORD FROM EACH COLUMN. 0170

HIM	MAN	A. HIMSELF	1101684
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TOOTH	OUT	A. TOOTHBRUSH	1101685
-------	-----	---------------	---------

BOOK	THING		1101686
------	-------	--	---------

SNOW	DAY	A. BOOKCASE	1101687
SAND	NOON	A. SNOWMAN	1101688
WITH	SELF	A. SANDBOX	1101689
BIRTH	STAIRS	A. WITHOUT	1101690
UP	CASE	A. BIRTHDAY	1101691
AFTER	BOX	A. UPSTAIRS	1101692
SOME	BRUSH	A. AFTERNOON	1101693
FOR ADVANCED STUDENTS.		A. SOMETHING	1101694
WHEN	HOUSE		1101694
EVER	HOPPER	A. WHENEVER	1101694
LIGHT	SHOE	A. EVERGREEN	1101695
FLAG	FOOT	A. LIGHTHOUSE	1101696
SHORT	SHIP	A. FLAGPOLE	1101697
HORSE	ENTER	A. SHORTSTOP	1101698
STEM	MINT	A. HORSESHOE	1101699
BARE	STOP	A. STEMSHIP	1101700
GRASS	GREEN	A. BAREFOOT	1101701
PEPPER	POLE	A. GRASSHOPPER	1101702
FOR FURTHER ADVANCED WORK.		A. PEPPERMINT	1101703
DOOR	BRIDGE		1101704
BROAD	TIP	A. DOORMAT	1101704
			1101704
			1101705

SHARP	WRITER	A. BROADCAST	1101706
DRAW	CYCLE	A. SHARPSHOOTER	1101707
LIFE	SHOOTER	A. DRAWBRIDGE	1101708
SWORD	MAT	A. LIFETIME	1101709
FINGER	POKE	A. SWORDFISH	1101710
SLOW	TIME	A. FINGERTIP	1101711
MOTOR	CAST	A. SLOWPOKE	1101712
TYPE	FISH	A. MOTORCYCLE	1101713
		A. TYPEWRITER	

THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF THE MEANING OF COMPOUND WORDS PREVIOUSLY STUDIED BY CIRCLING THE CORRECT DEFINITION FROM A GIVEN LIST. %05 0613

DIRECTIONS - CHOOSE THE DEFINITION FOR EACH COMPOUND WORD. 0626

WHAT IS THE DEFINITION OF A LIGHTHOUSE 9626
 A. A HOUSE FOR BUYING LAMPS 9626
 B. A HOUSE THAT IS PAINTED WHITE 9626
 *C. A HOUSE THAT GUIDES SHIPS 9626

WHAT IS THE DEFINITION OF STARFISH 9627
 *A. A FISH SHAPED LIKE A STAR 9627
 B. STARS SHAPED LIKE A FISH 9627
 C. A FISH THAT TWINKLES LIKE A STAR 9627

WHAT IS THE DEFINITION OF WATCHMAN 9628
 *A. A MAN WHO LOOKS OUT 9628
 B. A MAN WHO REPAIRS WATCHES 9628
 C. A WATCH CARRIED BY A MAN 9628

WHAT IS THE DEFINITION OF A SCHOOL BOOK 9629
 A. A SCHOOL FULL OF BOOKS 9629
 *B. A BOOK USED IN SCHOOL 9629
 C. A BOOK ABOUT SCHOOLS 9629

WHAT IS THE DEFINITION OF SPRINGTIME 9630
 A. A TIME WHEN A CREEK FREEZES 9630
 B. A TIME FOR JUMPING ON A BED 9630
 *C. A TIME OF WARM, SUNNY WEATHER 9630

THE STUDENT WILL FORM A COMPOUND WORD BY CHOOSING THE WORD IN A LIST WHICH FORMS A COMPOUND WORD WHEN IT IS JOINED WITH A WORD SPOKEN BY THE TEACHER. #03

0856

DIRECTIONS-- CHOOSE THE WORD THAT CAN BE JOINED WITH THE WORD I WILL SAY. THE TWO COMBINED WORDS SHOULD FORM A COMPOUND WORD.

0861

BED

- *A. ROOM
- *B. YARD
- C. COAT

1105920
1105920
1105920
1105920

GRAND

- A. HOUSE
- *B. MOTHER
- C. SIDE

1105921
1105921
1105921
1105921

PLAY

- *A. GROUND
- B. BROTHER
- C. MAN

1105922
1105922
1105922
1105922

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE COMPOUND WORDS AMONG OTHER WORDS IN A SENTENCE BY CHOOSING THE COMPOUND WORDS IN THE GIVEN SET OF SENTENCES. #10

0976

ORAL DIRECTIONS-- DRAW A LINE UNDER EACH COMPOUND WORD YOU FIND IN THE FOLLOWING SENTENCES.

0948

TOM CAME INTO THE HOUSE.
A. INTO

1107007
1107007

THE SUN MELTED THE SNOWMAN.
A. SNOWMAN

1107008
1107008

SOMEONE SANK THE ROWBOAT.
A. SOMEONE, ROWBOAT

1107009
1107009

DID ANYONE SEE FLIPO
A. ANYONE

1107010
1107010

THE BATHTUB WAS DIRTY.
A. BATHTUB

1107011
1107011

JOHN WENT TO A BIRTHDAY PARTY.
A. BIRTHDAY

1107012
1107012

THE BOOKCASE WAS FILLED WITH BOOKS.
A. BOOKCASE

1107013
1107013

THE SAND WAS NOT IN THE SANDBOX.
A. SANDBOX

1107014
1107014

JANE HAS HER HAIR IN PIGTAILS.
A. PIGTAILS

1107015
1107015

GO BUY YOURSELF A TOOTHBRUSH.
A. YOURSELF; TOOTHBRUSH.

1107016
1107016

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE TERMS
SYNONYM, ANTONYM, AND HOMONYM BY SELECTING ONE OF THE THREE TERMS
WHICH IS ILLUSTRATED BY UNDERLINED WORDS IN GIVEN SENTENCES. %100 0567

DIRECTIONS - READ EACH GROUP OF SENTENCES, NOTING THE UNDERLINED
WORDS. THEN SELECT THE APPROPRIATE ANSWER INDICATING IF THE
UNDERLINED WORDS ARE SYNONYMS, ANTONYMS, OR HOMONYMS. 0593

DAY IS WHEN WE PLAY, AND *NIGHT* IS WHEN WE SLEEP. 9326
A. SYNONYMS 9326
*B. ANTONYMS 9326
C. HOMONYMS 9326

SHE IS *VERY PRETTY*, IN FACT, SHE IS *BEAUTIFUL.* 9327
*A. SYNONYMS 9327
B. ANTONYMS 9327
C. HOMONYMS 9327

I HAVE ONE BLUE *EYE* AND ONE GREEN ONE. 9328
A. SYNONYM 9328
*B. HOMONYM 9328
C. ANTONYM 9328

WE WENT TO THE *VILLAGE* TO SHOP. ON OUR WAY HOME FROM *TOWN,* WE
HAD A FLAT TIRE. 9329
A. HOMONYMS 9329
B. ANTONYMS 9329
*C. SYNONYMS 9329

THE ICE CREAM WAS *SWEET,* BUT THE LEMON TOPPING HAD A *SOUR*
TASTE. 9330
*A. ANTONYMS 9330
B. SYNONYMS 9330
C. HOMONYMS 9330

IT WAS *HOT* OUTSIDE, BUT THE AIR CONDITIONER MADE IT *COLD*
INSIDE. 9331
A. HOMONYMS 9331
*B. ANTONYMS 9331
C. SYNONYMS 9331

WE SOLD OUR OLD *ICE BOX* AND BOUGHT A NEW *REFRIGERATOR.* 9332
*A. SYNONYMS 9332
B. ANTONYMS 9332
C. HOMONYMS 9332

SHE LOOKED *PALE* AND THEN FAINTED, SO WE THREW A *PAIL* OF WATER
ON HER. 9333
A. ANTONYMS 9333
B. SYNONYMS 9333
*C. HOMONYMS 9333

THE WASHCLOTH WAS *WET,* AND THE TOWEL WAS *DRY.* 9334
A. SYNONYMS 9334
*B. ANTONYMS 9334

C. HOMONYMS

THEIR HOUSE IS OVER *THERE* ON THE CORNER.

- A. ANTONYMS
- B. SYNONYMS
- *C. HOMONYMS

9334

9335

9335

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9335

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HOMONYMS WHEN GIVEN SPECIFIC LISTS OF WORDS BY MATCHING THE HOMONYM PAIRS. #45

0171

TEACHER WILL TELL STUDENT-- LOOK AT THE FIRST WORD. UNDER IT ARE TWO WORDS. ONE SOUNDS ALIKE BUT IS SPELLED DIFFERENTLY. FIND IT.

0152

MEET

1101440

*A. MEAT

1101440

B. SEA

1101440

SO

1101441

*A. SEW

1101441

B. DEAR

1101441

TWO

1101442

A. SAIL

1101442

*B. TOO

1101442

SEE

1101443

*A. SEA

1101443

B. SON

1101443

ROAD

1101444

A. NO

1101444

*B. RODE

1101444

SALE

1101445

A. MEAT

1101445

*B. SAIL

1101445

KNOW

1101446

A. SUM

1101446

*B. NO

1101446

SUN

1101447

*A. SON

1101447

B. SEW

1101447

DEER

1101448

A. RODE

1101448

*B. DEAR

1101448

SOME

1101449

A. TOO

1101449

*B. SUM

1101449

FOR MORE ADVANCED STUDENTS.

1101450

HAIR

1101450

*A. HARF

1101450

B. PEAR

1101450

NOT

- A. THERE
- *B. KNOT

MAIL

- *A. MALE
- R. TAIL

PAIR

- A. OWE
- *B. PEAR

OH

- A. HEAR
- *R. OWE

THEIR

- *A. THERE
- R. FARE

TALE

- A. HOLE
- *B. TAIL

WHOLE

- *A. HOLE
- R. KNOT

HERE

- *A. HEAR
- R. HARE

FAIR

- *A. FARE
- R. MALE

FOR FURTHER ADVANCED WORK

NEW

- A. RIGHT
- *B. KNEW

HOUR

- A. ISLE
- *B. OUR

WRAP

- *A. RAP
- R. PEACE

ATE

- A. WAIT
- *R. EIGHT

WOOD

- *A. WOULD
- R. BARF

PIECE

- *A. PEACE
- B. OUR

1101451
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1101464

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1101465
1101465

WEIGHT

- *A. WAIT
- B. EIGHT

I'LL

- A. KNEW
- *B. ISLE

WRITE

- A. RAP
- *B. RIGHT

BEAR

- *A. BARE
- B. WOULD

TEACHER WILL TELL CHILD-- READ THE FIRST LIST OF WORDS. FROM THAT COLUMN OF WORDS FIND A WORD WHICH IS PRONOUNCED THE SAME BUT SPELLED DIFFERENTLY. WRITE THE LETTER NEXT TO THE CORRECT WORD. DO EACH WORD THE SAME WAY.

- A. HERE
- B. ROAD
- C. ONE
- D. PAIR
- E. SO

WON *C

PEAR *D

RODE *B

SEW *E

HEAR *A

TEACHER WILL TELL CHILD-- READ THE FIRST LIST OF WORDS. FROM THAT COLUMN OF WORDS FIND A WORD WHICH IS PRONOUNCED THE SAME BUT SPELLED DIFFERENTLY. WRITE THE LETTER NEXT TO THE CORRECT WORD. DO EACH WORD THE SAME WAY.

- A. MADE
- B. DEER
- C. FUR
- D. SUN
- E. KNOW

FIR *C

NO *E

SON *D

MAID *A

DEAR *B

TEACHER WILL TELL CHILD-- READ THE FIRST LIST OF WORDS. FROM THAT COLUMN OF WORDS FIND A WORD WHICH IS PRONOUNCED THE SAME BUT SPELLED DIFFERENTLY. WRITE THE LETTER NEXT TO THE CORRECT

1101466
1101466
1101466

1101467
1101467
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1101468
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1101469
1101469
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0153

1101470
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1101470

1101471

1101472

1101473

1101474

0412

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1101475

1101475

1101476

1101477

1101478

1101479

0413

WORD. DO EACH WORD THE SAME WAY.

- A. REET
- B. THERE
- C. BY
- D. TALE
- E. SOME

1101480
1101480
1101480
1101480
1101480

TAIL. *D

1101480

SUM *E

1101481

BUY *C

1101482

THEIR *B

1101483

BEAT *A

1101484

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DIFFERENTIATE BETWEEN HOMONYMS BY CHOOSING THE RIGHT WORD TO COMPLETE THE SENTENCE.

0762

%22□

DIRECTIONS - CHOOSE THE HOMONYM WHICH CORRECTLY COMPLETES THE SENTENCE.

0771

JACK _____ HIS HOUSE BY THE RED FLOWERS.

- *A. KNEW
- B. NEW

1104680
1104680
1104680

JACK HAD A _____ RED WAGON.

- A. KNEW
- *B. NEW

1104681
1104681
1104681

I _____ I CAN DO THAT TRICK.

- *A. NO
- *B. KNOW

1104682
1104682
1104682

WE HAVE _____ ICE CREAM AT HOME.

- *A. NO
- B. KNOW

1104683
1104683
1104683

SHE WENT IN _____.

- *A. THERE
- B. THEIR

1104684
1104684
1104684

THIS IS _____ CAR.

- A. THERE
- *B. THEIR

1104685
1104685
1104685

I HAVE _____ BOOKS.

- *A. TWO
- B. TOO
- C. TO

1104686
1104686
1104686
1104686

GO _____ SLEEP.

- A. TWO
- B. TOO
- *C. TO

1104687
1104687
1104687
1104687

THIS IS _____ HOT TO DRINK.

- A. TWO
- *B. TOO
- C. TO

1104688
1104688
1104688
1104688

MY AUNT IS VERY _____ TO ME.

- A. DEER
- *B. DEAR

1104689
1104689
1104689

WE SHOT THREE _____.

- *A. DFER
- B. DEAR

1104690
1104690
1104690

THIS KILN IS _____ HOT.

- *A. RED
- B. READ

1104691
1104691
1104691

TOM HAS _____ FOUR BOOKS.

- A. RED
- *B. READ

1104692
1104692
1104692

THIS IS A FIVE POUND BAG OF _____.

- *A. FLOUR
- B. FLOWER

1104693
1104693
1104693

THIS _____ IS FOR MY HAIR.

- A. FLOUR
- *B. FLOWER

1104694
1104694
1104694

THE CHILDREN EACH HAD _____ COOKIES.

- *A. TWO
- B. TOO
- C. TO

1104695
1104695
1104695
1104695

GINGER SAID, "I AM _____ SLEEPY."

- *A. TOO
- B. TOT
- C. TWO

1104696
1104696
1104696
1104696

ELAINE HAS _____ GO HOME.

- *A. TO
- B. TWO
- C. TOO

1104697
1104697
1104697
1104697

IN FALL THE TREES BEGIN TO GET _____.

- *A. BARE
- B. BEAR
- C. BAR

1104698
1104698
1104698
1104698

_____ ARE THE BIRDS FOR YOUR CAGE.

- *A. HERF
- B. HEAR
- C. HEARD

1104699
1104699
1104699
1104699

JOHN _____ HIS BIKE TO SCHOOL.

- *A. RODE
- B. ROAD
- C. ROLE

1104700
1104700
1104700
1104700

ERIC NOT _____ THE LIGHT CHANGE.

1104701

A. SEA.
*B. SEE
C. SEEM.

1104701
1104701
1104701

THE STUDENT WILL APPLY HIS UNDERSTANDING OF ANTONYMS BY SAYING ONE
FOR EACH WORD SPOKEN BY THE TEACHER. %10

0930

DIRECTIONS-- LISTEN CAREFULLY AS I SAY A WORD. THINK ABOUT THE
WORD AND SAY A WORD THAT MEANS THE OPPOSITE. FOR EXAMPLE--
UP - DOWN.

0914

WORD GIVEN - GOOD

A. POSSIBLE RESPONSE - BAD

1106429
1106429

WORD GIVEN - LEFT

A. POSSIBLE RESPONSE - RIGHT OR TOOK

1106430
1106430

WORD GIVEN - WHITE

A. POSSIBLE RESPONSE - BLACK

1106431
1106431

WORD GIVEN - DAY

A. POSSIBLE RESPONSE - NIGHT

1106432
1106432

WORD GIVEN - RUN

A. POSSIBLE RESPONSE - WALK

1106433
1106433

WORD GIVEN - SLEEP

A. POSSIBLE RESPONSE - AWAKE

1106434
1106434

WORD GIVEN - OFF

A. POSSIBLE RESPONSE - ON

1106435
1106435

WORD GIVEN - IN

A. POSSIBLE RESPONSE - OUT

1106436
1106436

WORD GIVEN - HARD

A. POSSIBLE RESPONSE - SOFT OR EASY

1106437
1106437

WORD GIVEN - HOT

A. POSSIBLE RESPONSE - COLD

1106438
1106438

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO USE THE HOMONYMS
THEIR AND *THERE* WHEN PRESENTED A GIVEN SET OF SENTENCES BY
SUPPLYING THE HOMONYM OR HOMONYMS WHICH CORRECTLY COMPLETE THE
SENTENCE. %10

0221

DIRECTIONS-- READ EACH SENTENCE AND IN THE BLANK WRITE EITHER
THERE OR *THEIR*.

0202

PUT _____ BOOKS OVER _____.

*A. THEIR, THERE

B. THERE, THEIR

1102018
1102018
1102018

_____ ARE THE DISHES.

A. THEIR

1102019
1102019

*B. THERE	1102019
WE WERE _____ WHEN HE CAME.	1102020
A. THEIR	1102020
*B. THERE	1102020
DO YOU WANT TO GO TO _____ HOUSE?	1102021
*A. THEIR	1102021
B. THERE	1102021
ARE THE PAPERS _____ ON THE TABLE?	1102022
A. THEIR	1102022
*B. THERE	1102022
_____ THINGS WERE LEFT IN THE YARD.	1102023
*A. THEIR	1102023
B. THERE	1102023
_____ ARE _____ TOYS.	1102024
A. THEIR, THERE	1102024
*B. THERE, THEIR	1102024
ARE _____ COATS CLEAN?	1102025
*A. THEIR	1102025
B. THERE	1102025
WE WILL VISIT _____ SUMMER HOME.	1102026
*A. THEIR	1102026
B. THERE	1102026
SUSAN AND DICK WERE _____, TOO.	1102027
A. THEIR	1102027
*B. THERE	1102027

THE STUDENT WILL APPLY AN UNDERSTANDING OF HOW TO USE THE WORDS
 TO, *TWO*, AND *TOO* CORRECTLY WHEN GIVEN A SET OF SENTENCES
 BY SUPPLYING THE WORD WHICH CORRECTLY COMPLETES THE SENTENCE.
 #12#

DIRECTIONS-- READ EACH SENTENCE AND IN THE BLANK WRITE THE WORD
 WHICH CORRECTLY COMPLETES THE SENTENCE.

THE _____ OF US CAME LATE.	1101874
A. TWO	1101874
WE WANT A PUPPY, _____.	1101875
A. TOO	1101875
DO YOU HAVE _____ PUPPIES?	1101876
A. TWO	1101876
FATHER WENT _____ WORK TODAY.	1101877
A. TO	1101877
I HAVE _____ MANY PENCILS.	1101878
A. TOO	1101878
SHE WENT HOME _____ GET SOME MONEY.	1101879

A. TO	1101879
SUSAN, _____, SAW THAT SHOW.	1101880
A. TOO	1101880
THE PENCIL COSTS _____ CENTS.	1101881
A. TWO	1101881
MOTHER WILL GO _____ THE PARK WITH US.	1101882
A. TO	1101882
WE HAVE _____ MUCH WORK _____ DO.	1101883
A. TOO, TO	1101883
_____ CANDY BARS ARE _____ MANY.	1101884
A. TWO, TOO	1101884
I WANT _____ SEE YOU _____.	1101885
A. TO, TWO	1101885
% ANSWER COULD ALSO BE *TO, TOO*	

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF WORD MEANING BY CHOOSING THE SYNONYM OF A GIVEN WORD. %50	0167
--	------

THE TEACHER WILL TELL THE CHILD TO READ THE FIRST WORD IN THE LINE AND FROM THE OTHER THREE CHOOSE A WORD OF SIMILAR MEANING.	0148
--	------

HAPPY	1101399
A. NICE	1101399
B. GOOD	1101399
*C. GLAD	1101399

LITTLE	1101400
A. HIGH	1101400
*B. SMALL	1101400
C. BAD	1101400

HURRY	1101401
A. SLOW	1101401
B. WALK	1101401
*C. RUSH	1101401

WASH	1101402
*A. CLEAN	1101402
B. HURT	1101402
C. DUST	1101402

BIG	1101403
A. MORE	1101403
B. WISH	1101403
*C. LARGE	1101403

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF WORD MEANING. BY MATCHING SYNONYM PAIRS FROM TWO LISTS OF WORDS. %100	0168
--	------

READ THE FIRST GROUP OF WORDS. FROM THAT COLUMN OF WORDS FIND A	0149
---	------

WORD WHICH MEANS THE SAME, IN THE SECOND GROUP.

- A. HAPPY
- B. BIG
- C. FALL
- D. HOUSE
- E. CLEAN

1101404
1101404
1101404
1101404
1101404

HOME *D

1101404

GLAD *A

1101405

WASH *E

1101406

AUTUMN *C

1101407

LARGE *B

1101408

READ THE FIRST GROUP OF WORDS. FROM THAT COLUMN OF WORDS FIND A WORD WHICH MEANS THE SAME, IN THE SECOND GROUP.

0408

- A. SMALL
- B. RUSH
- C. NIGHT
- D. START
- E. SMILE

1101409
1101409
1101409
1101409
1101409

HURRY *B

1101409

GRIN *E

1101410

LITTLE *A

1101411

EVENING *C

1101412

BEGIN *D

1101413

THE STUDENT APPLIES HIS UNDERSTANDING OF SYNONYMS BY SAYING ONE FOR EACH WORD SPOKEN BY THE TEACHER. %10

0929

DIRECTIONS-- LISTEN CAREFULLY AS I SAY A WORD. THINK ABOUT THE WORD AND SAY ANOTHER THAT MEANS THE SAME THING. %ACCEPT ANY APPROPRIATE SYNONYM - EXAMPLE GIVEN

0913

WORD GIVEN - GLAD

1106419
1106419

A. POSSIBLE RESPONSE - HAPPY

WORD GIVEN - DIRTY

1106420
1106420

A. POSSIBLE RESPONSE - UNTIDY

WORD GIVEN - BEFORE

1106421
1106421

A. POSSIBLE RESPONSE - EARLIER

WORD GIVEN - SAD

1106422
1106422

A. POSSIBLE RESPONSE - UNHAPPY

WORD GIVEN - ANGRY

1106423
1106423

POSSIBLE RESPONSE - MAD

WORD GIVEN - MUG	1106424
A. POSSIBLE RESPONSE - CUP	1106424
WORD GIVEN - AUTOMOBILE	1106425
A. POSSIBLE RESPONSE - CAR	1106425
WORD GIVEN - CLIP	1106426
A. POSSIBLE RESPONSE - CUT, PIN OR FASTENER	1106426
WORD GIVEN - CARPET	1106427
A. POSSIBLE RESPONSE - RUG	1106427
WORD GIVEN - JACKET	1106428
A. POSSIBLE RESPONSE - COAT	1106428

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF OPPOSITE WORD MEANING BY CHOOSING THE ANTONYM OF A GIVEN WORD. %6	0169
---	------

TEACHER WILL INSTRUCT CHILD TO READ FIRST WORD IN LINE AND FROM OTHER THREE CHOOSE A WORD OF OPPOSITE MEANING.	0150
--	------

NEAR	1101419
A. HIGH	1101419
*B. FAR	1101419
C. AWAY	1101419

DOWN	1101420
A. HIGH	1101420
B. LOW	1101420
*C. UP	1101420

HERE	1101421
*A. THERE	1101421
B. THEM	1101421
C. NEAR	1101421

SOME	1101422
A. LITTLE	1101422
B. FEW	1101422
*C. NONE	1101422

WARM	1101423
A. HOT	1101423
B. COLD	1101423
*C. COOL	1101423

HAPPY	1101424
A. SILLY	1101424
*B. SAD	1101424
C. FUNNY	1101424

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF OPPOSITE WORD MEANING BY MATCHING ANTONYM PAIRS FROM TWO LISTS OF WORDS. %13	0170
--	------

TEACHER TELLS CHILD-- READ THE FIRST NUMBERED WORD. FROM THE FIRST GROUP OF WORDS FIND A WORD WHICH MEANS THE OPPOSITE.

0151

- A. OVER
- B. COOL
- C. GO
- D. DOWN

1101425
1101425
1101425
1101425
1101425
1101425

WARM *B

UNDER *A

1101426

UP *D

1101427

COMF *C

1101428

TEACHER TELLS CHILD-- READ THE FIRST NUMBERED WORD. FROM THE FIRST GROUP OF WORDS FIND A WORD WHICH MEANS THE OPPOSITE.

0410

- A. ALWAYS
- B. CLEAN
- C. ON
- D. HOT
- F. RIGHT

1101430
1101430
1101430
1101430
1101430

COLD *D

1101430

OFF *C

1101431

NEVER *A

1101432

WRONG *F

1101433

DIRTY *B

1101434

TEACHER TELLS CHILD-- READ THE FIRST NUMBERED WORD. FROM THE FIRST GROUP OF WORDS FIND A WORD WHICH MEANS THE OPPOSITE.

0411

- A. WORK
- B. OPEN
- C. RUN
- D. FAST

1101435
1101435
1101435
1101435
1101435
1101435

SLOW *D

1101436

PLAY *A

1101437

WALK *C

1101438

CLOSE *B

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF HOMONYMS, ANTONYMS AND SYNONYMS AND HIS ABILITY TO DISCRIMINATE AMONG THEM BY WRITING EITHER H, A OR S AFTER A PAIR OF WORDS, DEPENDING ON WHETHER THEY ARE HOMONYMS, ANTONYMS OR SYNONYMS. %23

0325

DIRECTIONS-- AFTER EACH PAIR OF WORDS, CHOOSE - H. HOMONYM
A. ANYONYM S. SYNONYM

TO - TWO *H	1103371
COME - GO *A	1103372
DAY - NIGHT *A	1103373
HAPPY - GLAD *S	1103374
SICK - ILL *S	1103375
WEEK - WEAK *H	1103376
WOMAN - LADY *S	1103377
BLEW - BLUE *H	1103379
EASY - SIMPLE *S	1103380
LIGHT - DARK *A	1103381
FOR - FOUR *H	1103382
BEET - BEAT *H	1103383
NEAR - CLOSE *S	1103384
ASLEEP - AWAKE *A	1103385
BLACK - WHITE *A	1103386
NEW - KNEW *H	1103387
TOUCH - FEEL *S	1103388
SPOT - MARK *S	1103389
STOP - START *A	1103390
WOULD - WOOD *H	1103391
SEF - SEA *H	1103393
FYE - I *H	1103394
DIRTY - CLEAN *A	1103395

THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF HOMONYMS, SYNONYMS, AND ANTONYMS, BY SELECTING THE HOMONYM, SYNONYM, OR ANTONYM OF A GIVEN FAMILIAR WORD. %15 0556

DIRECTIONS - SELECT THE HOMONYM, SYNONYM OR ANTONYM FOR EACH WORD BELOW. 0582

THE ANTONYM FOR HIGH IS _____ 9009
 A. TALL 9009
 B. HI 9009
 *C. LOW 9009

THE SYNONYM FOR *NO* IS _____.

- *A. NOT
- B. KNOW
- C. YES

9010
9010
9010
9010

THE ANTONYM FOR *RIGHT* IS _____.

- A. CORRECT
- *B. WRONG
- C. WRITE

9011
9011
9011
9011

THE HOMONYM FOR *HEAR* IS _____.

- A. LISTEN
- B. SEE
- *C. HERE

9012
9012
9012
9012

THE SYNONYM FOR NIGHT IS _____.

- A. DAY
- B. KNIGHT
- *C. EVENING

9013
9013
9013
9013

THE HOMONYM FOR *BALL* IS _____.

- *A. BAWL
- B. BAT
- C. TOY

9014
9014
9014
9014

THE ANTONYM FOR *IN* IS _____.

- A. WITH
- *B. OUT
- C. INN

9015
9015
9015
9015

THE SYNONYM FOR *FLOWER* IS _____.

- A. STEM
- B. FLOUR
- *C. BLOSSOM

9016
9016
9016
9016

THE HOMONYM FOR *WHOLE* IS _____.

- A. PART
- *B. HOLE
- C. TOTAL

9017
9017
9017
9017

THE SYNONYM FOR *WON* IS _____.

- *A. VICTORY
- B. ONE
- C. LOST

9018
9018
9018
9018

THE ANTONYM FOR *PLAIN* IS _____.

- A. PLANE
- B. SIMPLE
- *C. FANCY

9019
9019
9019
9019

THE SYNONYM FOR *WAR* IS _____.

- A. PEACE
- *B. BATTLE
- C. WORE

9020
9020
9020
9020

THE HOMONYM FOR *DIE* IS _____.

- *A. DYE
- B. LIVE
- C. STOP

9021
9021
9021
9021

THE SYNONYM FOR *CLOSE* IS _____.

- A. OPEN
- *B. SHUT
- C. CLOTHES

9022
9022
9022
9022

THE ANTONYM FOR *NEW* IS _____.

- A. KNEW
- B. RECENT
- *C. OLD

9023
9023
9023
9023

READING SKILLS

FIGURATIVE LANGUAGE

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF METAPHORS BY
SELECTING THE BEST EXPLANATION OF METAPHORS WITHIN THE POEM. #90

0545

DIRECTIONS - READ THE FOLLOWING POEM CAREFULLY TO YOURSELF AND
CHOOSE THE CORRECT ANSWER FOR THE QUESTIONS BELOW.

0571

MORNING IS
A NEW SHEET OF PAPER
FOR YOU TO WRITE ON.

WHATEVER YOU WANT TO SAY,
ALL DAY,
UNTIL NIGHT
FOLDS IT UP
AND FILES IT AWAY.

THE BRIGHT WORDS AND THE DARK WORDS
ARE GONE
UNTIL DAWN
AND A NEW DAY
TO WRITE ON.

BY EVE MERRIAM

TO THE POET, MORNING IS LIKE _____.

- *A. A NEW SHEET OF PAPER
- B. A NEW SHEET OF BRIGHT WORDS
- C. A NEW SHEET OF DARK WORDS

8908
8908
8908
8908

WHAT IS WRITTEN ON THE PAPER?

- A. THE DAYS OF THE MONTH
- B. THE BRIGHT WORDS OF THE DAY
- *C. ALL THE ACTIONS OF THE DAY

8909
8909
8909
8909

BRIGHT WORDS AND DARK WORDS MEAN _____.

- A. SUNRISE AND SUNSET
- *B. HAPPY AND UNHAPPY EVENTS

8910
8910
8910

C. MORNING AND EVENING EVENTS

8910

WHAT OTHER TITLE COULD THIS POEM HAVE?

8911

*A. A DAY

8911

B. A MORNING

8911

C. A SUNSET

8911

DIRECTIONS - READ THE FOLLOWING POEM CAREFULLY TO YOURSELF AND CHOOSE THE CORRECT ANSWER FOR THE QUESTIONS BELOW.

0572

RAIN

TODAY THE RAIN
IS AN AGED MAN
A GRAY OLD MAN
A CURIOUS OLD MAN
IN A MUSIC STORE

TODAY HOUSES
ARE STRINGS OF A HARP
SOPRANO HARP STRINGS
BASS HARP STRINGS
IN A MUSIC STORE

THE ANCIENT MAN
STRUMS THE HARP
WITH THIN LONG FINGERS
ATTENTIVELY PICKING
A WEARY JINGLE
A SOFT JAZZY JANGLE
THEN DODDERS AWAY
BEFORE THE BOSS COMES "ROUND...

BY FRANK MARSHALL DAVIS

RAIN IS DESCRIBED AS _____

8912

*A. AN OLD MAN

8912

B. AN OLD STORE

8912

C. AN OLD HOUSE

8912

TO THE POET, HOUSES ARE _____

8913

A. LONG FINGERS

8913

B. MUSIC STORES

8913

*C. HARP STRINGS

8913

WHAT IS THE POET REFERRING TO AS THE BOSS IN THE POEM'S LAST LINE?

8914

A. THE CURIOUS MAN

8914

B. THE CLOUD

8914

*C. THE SUN

8914

WHAT KIND OF RAIN IS BEING WRITTEN ABOUT BY THE POET?

8915

A. A POURING RAIN

8915

*B. A GENTLE RAIN

8915

C. A WINDY RAIN

8915

A PERSONIFICATION IS A FIGURE OF SPEECH IN WHICH ONE OF TWO OR MORE WORDS _____

8916

A. IS ALIKE IN SPELLING BUT DIFFERENT IN MEANING

8916

B. IN WHICH WORDS HAVE MEANINGS DIFFERENT FROM THEIR USUAL DEFINITION

8916

*C. IN WHICH NON-LIVING THINGS ARE GIVEN HUMAN QUALITIES

8916

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN
SIMILES, METAPHORS, AND PERSONIFICATIONS BY IDENTIFYING FROM
VARIOUS SELECTIONS THE FIGURE OF SPEECH USED IN EACH. %10 0548

DIRECTIONS - IDENTIFY THE FIGURE OF SPEECH THAT IS FOUND IN EACH
EXAMPLE. 0574

SOME SAY THE NORTH STAR IS A NAIL ON WHICH THE HEAVENS ARE HUNG. 8921
A. SIMILE 8921
*B. METAPHOR 8921
C. PERSONIFICATION 8921

"YOU'RE ANGRY, AREN'T YOU," EILONWY WENT ON. I CAN ALWAYS TELL. YOU
LOOK AS IF YOU'VE SWALLOWED A WASP. 8922
*A. SIMILE 8922
B. METAPHOR 8922
C. PERSONIFICATION 8922

THE MILKY WAY IS A SAIL, THE SAIL OF A GREAT CANOE THAT GOES
AMONG THE STARS. 8923
A. SIMILE 8923
*B. METAPHOR 8923
C. PERSONIFICATION 8923

THE CHAIR HAD GONE BERSERK. IT DANCED AWAY FROM THE WALL AND RAN
OVER TO THE DRESSER AND WHACKED IT. 8924
A. SIMILE 8924
B. METAPHOR 8924
*C. PERSONIFICATION 8924

THRAIN CRAWLED TOWARD THE CAGE, CLINGING TO THE STEPPING DECK
LIKE A BEETLE ON A WIND-TOSSED LEAF. WHEN HE HAD ALMOST REACHED
THE BIRD, HE HEARD A ROAR AND HISS OVERHEAD. ANOTHER HILL OF
WATER WAS IN FRONT OF THEM. LIKE THE ONES THAT HAD COME BEFORE,
IT WAS AS TALL AS A CLIFF. LONG, WHITE FINGERS OF FOAM WRIGGLED
DOWN ITS STEEP SIDE, AS IF TRYING TO GRASP THE BRITTLE BOAT AND
CRUSH IT. 8925
A. SIMILE 8925
B. PERSONIFICATION 8925
*C. BOTH 8925

TIMOTHY TIM WAS A VERY LITTLE CAT WHO LOOKED LIKE A TIGER THE
SIZE OF A RAT. 8926
*A. SIMILE 8926
B. METAPHOR 8926
C. BOTH 8926

WHEN HE SMILED, LITTLE LINES RAN FROM THE CORNERS OF HIS EYES IN
ALL DIRECTIONS LIKE THE RAYS OF THE SUN. 8927
*A. SIMILE 8927
B. PERSONIFICATION 8927
C. BOTH 8927

SOME SAY THE SUN IS A GOLDEN EARRING, THE EARRING OF A BEAUTIFUL
GIRL. 8928
*A. METAPHOR 8928
B. PERSONIFICATION 8928

C. BOTH

8928

BUT THE PHANTOM WAS NOT RUNNING A RACE. SHE WAS A PIECE OF
THISTLEDOWN BORNE BY THE WIND, MOVING THROUGH SPACE IN WILD
ABANDON.

8929

8929

8929

A. METAPHOR

8929

B. PERSONIFICATION

8929

*C. BOTH

8929

DISGUSTED WITH OUR ONE-SIDED BATTLE, THE BED PUNCHED ME,
VIOLENTLY DISCHARGING ME, AND I STAGGERED AWAY FROM IT TO THE
DOOR.

8930

8930

8930

A. SIMILE

8930

*B. PERSONIFICATION

8930

C. BOTH

8930

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE WORD *IDIOM* BY
IDENTIFYING THE MEANING FROM A LIST OF THREE DEFINITIONS. %01□

0539

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE
CORRECTLY.

0323

IDIOMS ARE EXPRESSIONS THAT _____

8891

A. COMPARE AND CONTRAST TWO DIFFERENT OBJECTS

8891

*B. USE WORDS DIFFERENTLY THAN THEIR USUAL MEANINGS

8891

C. TELL MORE THAN THE TRUTH OR LESS THAN THE TRUTH

8891

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO RECOGNIZE IDIOMS BY
SELECTING THEM FROM A GIVEN LIST OF EXPRESSIONS. %05□

0540

DIRECTIONS - IDENTIFY THE ONE EXAMPLE IN THREE THAT IS AN IDIOM.

0568

A. FIERCE AS A LION

8892

*B. DOWN IN THE MOUTH

8892

C. A SHOOTING STAR

8892

*A. FIT AS A FIDDLE

8893

B. GENTLE AS A LAMP

8893

C. SHADOWS ON A WALL

8893

A. A STRANGE DARK ROOM

8894

B. GLITTERED LIKE GOLD

8894

*C. A SQUARE MEAL

8894

*A. BY THE SKIN OF ONE'S TEETH

8895

B. CORN AS HIGH AS AN ELEPHANT'S EYE

8895

C. GREAT BLACK ANIMALS CRAWLING

8895

A. INTERRUPTED

8896

*B. CHICKENHEARTED

8896

C. EMPTY-HANDED

8896

THE STUDENT CAN SHOW HIS COMPREHENSION OF PARTICULAR IDIOMS BY
SELECTING MEANINGS THAT MATCH THEIR USAGE IN GIVEN SENTENCES. #40

0541

DIRECTIONS - CHOOSE THE MEANING FOR THE IDIOM MENTIONED IN THE
QUESTION.

0569

WHEN IS A PERSON *ALL EARS*?

8897

A. WHEN HE LISTENS CAREFULLY

8897

B. WHEN HE DOES NOT PAY CLOSE ATTENTION

8897

C. WHEN HE LAUGHS ALOUD

8897

WHAT WOULD A *BUTTERFINGERS* DO WITH A PLATEFUL OF SANDWICHES?

8898

A. EAT THEM

8898

B. CUT THEM

8898

C. DROP THEM

8898

HOW DO YOU FEEL ALL OVER WHEN YOU ARE *DOWN IN THE MOUTH*?

8899

A. UNHAPPY

8899

B. SILLY

8899

C. SURPRISED

8899

IF THE DOCTOR SAYS YOU ARE AS *FIT AS A FIDDLE,* HE MEANS _____.

8900

A. YOUR HEALTH IS GOOD.

8900

B. YOUR HEALTH IS NOT GOOD.

8900

C. YOU NEED AN OPERATION.

8900

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE WORD *SIMILE* BY IDENTIFYING THE MEANING FROM A LIST OF THREE DEFINITIONS. %01

0542

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

0323

- SIMILES ARE FIGURES OF SPEECH THAT _____.
- A. GIVE HUMAN QUALITIES TO NON-LIVING THINGS.
 - *B. USE LIKE OR AS TO MAKE COMPARISONS.
 - C. HAVE NO COMPARING WORD IN THEM.

8901

8901

8901

8901

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO RECOGNIZE SIMILES BY SELECTING THEM FROM A GIVEN LIST OF EXPRESSIONS. %05

0543

DIRECTIONS - SELECT THE ONE EXAMPLE IN THREE THAT IS A SIMILE.

0570

- A. THE SHOE HID ITSELF.
- *B. HER NOSE WAS SHAPED LIKE A SHOE.
- C. THE SUN IS AN INDIAN GIRL.

8902

8902

8902

- A. YOU ARE A CLOWN.
- B. THE FLOOR IS SPINNING AROUND.
- *C. THE FLOOR IS LIKE ICE.

8903

8903

8903

- *A. SHE LOOKED FIERCE BUT TURNED OUT TO BE AS GENTLE AS A LAMB.
- B. A CHAIR RUSHED ACROSS THE ROOM AND CRASHED AGAINST THE FLOOR.
- C. THE MOON IS A WHITE CAT THAT HUNTS THE GRAY MICE OF NIGHT.

8904

8904

8904

8904

- A. HE'S A RAT.
- *B. QUICK AS A WINK.
- C. THE DOOR RATTLED.

8905

8905

8905

- *A. THE CORN IS AS HIGH AS AN ELEPHANT'S EYE.
- B. THE SKY IS A BLUE CANOPY OVER THE LAND.
- C. BY THE SKIN OF THE TEETH.

8906

8906

8906

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO INTERPRET FIGURATIVE LANGUAGE BY SELECTING FROM THE POSSIBLE INTERPRETATIONS THE MEANING OF UNDERLINED FIGURATIVE PHRASES IN GIVEN SENTENCES. %10

0554

DIRECTIONS - THE UNDERLINED WORDS IN THE SENTENCE BELOW ARE INTERESTING WAYS TO DESCRIBE THINGS. SELECT THE MEANING OF THE UNDERLINED WORDS.

0580

- *LIKE A FLASH,* THE DOG RACED AFTER THE CURIOUS CAT.
- A. SHINY
 - *B. VERY QUICKLY
 - C. HOT AND FIERY

8979

8979

8979

8979

JOE KEPT *AN EYE ON THE CLOCK* TO MAKE SURE HE WASN'T LATE FOR BASEBALL PRACTICE.

8980

8980

- *A. CHECKING THE TIME OFTEN

8980

- B. MAKING PAPER CLOCK FACES

8980

- C. PUTTING HIS FACE NEXT TO A CLOCK

8980

WALKING ON AIR, THE LITTLE BOY BROUGHT HOME HIS PERFECT REPORT CARD.	8981
A. FLOATING IN SPACE	8981
B. MOVING ALONG A TIGHTROPE	8981
*C. HAPPY AND GAY	8981
MR. SMITH WAS SO HUNGRY THAT HE ATE *LIKE A HORSE.*	8982
A. STANDING UP	8982
*B. A LOT OF FOOD	8982
C. OATS AND HAY	8982
MARY WAS *TICKLED PINK* WITH HER NEW DRESS AND SHOES.	8983
*A. VERY HAPPY	8983
B. TURNING A NEW COLOR	8983
C. BLUSHING BRIGHTLY	8983
JOE HAD HIS *HEART SET ON* GOING TO THE CIRCUS.	8984
A. COUNTED HIS HEARTBEATS	8984
B. DID NOT WANT TO GO	8984
*C. WANTED TO GO VERY MUCH	8984
SHE *LAUGHED HER HEAD OFF* AT THE FUNNY CARTOON.	8985
A. CHUCKLED TO HERSELF	8985
*B. LAUGHED VERY HARD	8985
C. LOST HER HEAD	8985
THE NEWLY MOWED LAWN LOOKED *LIKE A GREEN CARPET.*	8986
A. BUMPY AND UNEVEN	8986
*B. PLEASANT AND SOFT	8986
C. GOOD TO EAT	8986
THE OLD BREAD WAS *AS HARD AS STONE.*	8987
A. VERY ROCKY	8987
B. NOT MOVING	8987
*C. STALE AND BRITTLE	8987
WITH A RUSH, THE WAVES POUNDED ON THE SHORE.	8988
*A. VERY QUICKLY	8988
B. HURRYING	8988
C. MOVING SLOWLY	8988

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE WORD *METAPHOR* BY IDENTIFYING THE MEANING FROM A LIST OF THREE DEFINITIONS. #10 0544

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY. 0323

WHICH STATEMENT IS TRUE OF METAPHORS? 8907

A. SOMETHING THAT IS NOT HUMAN IS GIVEN THE QUALITIES OF A PERSON.	8907
B. THE WORD *LIKE* OR *AS* IS USED TO MAKE THE COMPARISON.	8907
*C. THE COMPARISON WORD IS OMITTED AND ONE THING IS SIMPLY SAID TO BE ANOTHER.	8907

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO RECOGNIZE *PERSONIFICATIONS* BY SELECTING THEM FROM A GIVEN LIST OF SENTENCES. #040

0547

DIRECTIONS - CHOOSE THE ONE EXAMPLE IN THREE THAT IS A *PERSONIFICATION.*

0573

- A. DOGS ARE NOISIER THAN CATS.
- *B. THE CHAIR HIT THE MIRROR.
- C. MY COAT FEELS LIKE SOFT FUR.

8917

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- A. THE MONKEY WAS HANGING BY ITS BROWN FURRY TAIL.
- *B. THE WIND HOWLED AND MOVED SWIFTLY ACROSS THE FOREST.
- C. THE PINK COTTON CANDY WAS BEING SOLD TO MANY CHILDREN.

8918

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- *A. THE BALL HID UNDER A PILE OF LEAVES.
- B. THE BALL WAS AS HARD AS A ROCK.
- C. THE BALL WAS BIGGER THAN THE HOUSE.

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- A. THE ZEBRA HAS BLACK AND WHITE STRIPES.
- B. THE CHRISTMAS TREE LOOKED PRETTY.
- *C. THE WIND SWEEPS LITTER OFF THE STREET.

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THE STUDENT CAN EVALUATE ISSUES IN *THE MYSTERY OF MORGAN CASTLE* BY MAKING AND SUPPORTING A JUDGMENT. #30

0507

DIRECTIONS - AFTER READING THE QUESTION, CHOOSE EITHER YES OR NO. GIVE REASONS FOR YOUR CHOICE.

0326

- WERE GABBY, BILL AND VINNY WRONG IN NOT GOING TO THE POLICE?
- A. YES
- B. NO

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GIVE REASONS FOR YOUR CHOICE.

COULD IT HAVE BEEN WRONG IF GABBY CHOSE TO KEEP THE MONEY HE FOUND IN THE PAPER BAG?

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A. YES

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B. NO

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GIVE REASONS FOR YOUR CHOICE.

DO YOU KNOW FROM THE STORY THAT THE MORGAN FAMILY WAS GOOD AND ALWAYS HELPED THOSE WHO NEEDED HELP? WHY DO YOU THINK ROSS MORGAN TURNED OUT TO BE THE KIND OF PERSON HE WAS?

7798

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HYME

IF STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF RHYMING BY CHOOSING FROM A GROUP OF THREE PICTURES THE ONE WHOSE NAME RHYMES WITH THE NAME OF THE GIVEN PICTURE. #100

0807

DIRECTIONS-- BEFORE THE FIRST ITEM THE TEACHER WILL SAY-- LOOK
AT THE PICTURE ON THE LEFT. SAY THE NAME TO YOURSELF. CHOOSE THE
PICTURE ON THE RIGHT WHOSE NAME RHYMES WITH THE FIRST ONE.

081

PICTURE OF BOAT

- A. PICTURE OF BALL
- B. PICTURE OF HOUSE
- *C. PICTURE OF COAT

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PICTURE OF KEY

- A. PICTURE OF KITE
- *B. PICTURE OF TREE
- C. PICTURE OF REEF

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PICTURE OF BAG

- *A. PICTURE OF FLAG
- B. PICTURE OF BOAT
- C. PICTURE OF FOX

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PICTURE OF CAKE

- A. PICTURE OF ROAD
- *B. PICTURE OF RAKE
- C. PICTURE OF COAT

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PICTURE OF BOX

- A. PICTURE OF BAT
- *B. PICTURE OF FOX
- C. PICTURE OF FRUIT

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PICTURE OF CAR

- A. PICTURE OF CAT
- *B. PICTURE OF STAR
- C. PICTURE OF STAIRS

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PICTURE OF FAN

- *A. PICTURE OF MAN
- B. PICTURE OF MOP
- C. PICTURE OF FARM

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PICTURE OF SEET

- *A. PICTURE OF SEAT
- B. PICTURE OF SAIL
- C. PICTURE OF FAN

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PICTURE OF ROPE

- *A. PICTURE OF SOAP
- B. PICTURE OF RAT
- C. PICTURE OF RABBIT

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PICTURE OF NURSE

- A. PICTURE OF PAIL
- *B. PICTURE OF PURSE
- C. PICTURE OF NAIL

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GIVEN 3 1-SYLLABLE WORDS, 2 OF WHICH RHYME, THE STUDENT WILL
DEMONSTRATE HIS ABILITY TO RECOGNIZE 1-SYLLABLE RHYMING WORDS BY
CORRECTLY CHOOSING THE RHYMING PAIR OF WORDS. #3

0091

TEACHER SAYS, I WILL SAY 3 WORDS. 2 OF THEM RHYME. TELL ME THE 2
 RHYMING WORDS. CAT, HIS, FAT 1100456
 A. CHILD SAYS, CAT-HIS. 1100456
 *B. CHILD SAYS, CAT-FAT. 1100456
 C. CHILD SAYS, HIS-FAT. 1100456
 D. CHILD DOES NOT RESPOND. 1100456

TEACHER SAYS, I WILL SAY 3 WORDS. 2 OF THEM RHYME. TELL ME THE 2
 RHYMING WORDS. LET, PIG, BIG 1100457
 A. CHILD SAYS, LET-PIG. 1100457
 B. CHILD SAYS, LET-BIG. 1100457
 *C. CHILD SAYS, PIG-BIG. 1100457
 D. CHILD DOES NOT RESPOND. 1100457

TEACHER SAYS, I WILL SAY 3 WORDS. 2 OF THEM RHYME. TELL ME THE 2
 RHYMING WORDS. RED, BED, PLAY 1100458
 *A. CHILD SAYS, RED-BED. 1100458
 B. CHILD SAYS, RED-PLAY. 1100458
 C. CHILD SAYS, BED-PLAY. 1100458
 D. CHILD DOES NOT RESPOND. 1100458

GIVEN 3 2-SYLLABLE WORDS, 2 OF WHICH RHYME, THE STUDENT WILL
 DEMONSTRATE HIS ABILITY TO RECOGNIZE 2-SYLLABLE RHYMING WORDS BY
 CORRECTLY CHOOSING THE RHYMING PAIR OF WORDS. %3 0099

TEACHER SAYS, I WILL SAY 3 WORDS. 2 OF THEM RHYME. TELL ME THE 2
 RHYMING WORDS. FLOWER, BUTTER, SHOWER 1100459
 A. CHILD SAYS, FLOWER-BUTTER. 1100459
 *B. CHILD SAYS, FLOWER-SHOWER. 1100459
 C. CHILD SAYS, BUTTER-SHOWER. 1100459
 D. CHILD DOES NOT RESPOND. 1100459

TEACHER SAYS, I WILL SAY 3 WORDS. 2 OF THEM RHYME. TELL ME THE 2
 RHYMING WORDS. PLAYING, SAYING, THINKING 1100460
 *A. CHILD SAYS, PLAYING-SAYING. 1100460
 B. CHILD SAYS, PLAYING-THINKING. 1100460
 C. CHILD SAYS, SAYING-THINKING. 1100460
 D. CHILD DOES NOT RESPOND. 1100460

TEACHER SAYS, I WILL SAY 3 WORDS. 2 OF THEM RHYME. TELL ME THE 2
 RHYMING WORDS. SUMMER, LETTER, BETTER 1100461
 A. CHILD SAYS, SUMMER-LETTER. 1100461
 B. CHILD SAYS, SUMMER-BETTER. 1100461
 *C. CHILD SAYS, BETTER-LETTER. 1100461
 D. CHILD DOES NOT RESPOND. 1100461

THE STUDENT WILL RECOGNIZE RHYMING WORDS BY CHOOSING ONE OF THREE
 WORDS WHICH RHYMES WITH A GIVEN WORD. %4 0172

TEACHER WILL DIRECT CHILD TO READ FIRST WORD AND SELECT FROM
 THE OTHER THREE A WORD WHICH RHYMES. 0154

BE 1101485
 A. HERE 1101485

*R. ME
C. BY

110148
110148

PET

A. SAT
B. PART
*C. MET

110148
110148
110148
110148

SMALL

*A. BALL
B. SMELL
C. SMILE

110148
110148
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110148

DOOR

A. ROOK
B. SOON
*C. FLOOR

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THE STUDENT WILL DEMONSTRATE AUDITORY RECOGNITION OF RHYMING ELEMENTS BY CHOOSING THE WORD THAT DOES NOT RHYME WITH THE OTHER TWO WORDS IN THE LIST. #03

085

DIRECTIONS-- CHOOSE THE WORD IN EACH ROW THAT DOES *NOT* RHYME WITH THE OTHER TWO WORDS IN THE ROW. THE TEACHER WILL READ THE WORDS IN EACH ITEM.

0851

A. SEE
B. TREE
*C. BY

110589
110589
110589

*A. JAM
B. JIM
C. HIM

110589
110589
110589

A. SAT
*B. HIT
C. HAT

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THE STUDENT WILL RECOGNIZE A WORD THAT RHYMES WITH A GIVEN WORD BY FINDING AND NAMING THE OBJECT IN A BOX CONTAINING FIVE FAMILIAR OBJECTS WHOSE NAME RHYMES WITH THE GIVEN WORD. #05

086

FIND THE OBJECT IN THIS BOX WHOSE NAME RHYMES WITH *BELL*.

A. RING
B. HOUSE
C. PEN
D. FAN
*E. SHELL

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FIND THE OBJECT IN THIS BOX WHOSE NAME RHYMES WITH *MAN*.

A. RING
B. HOUSE
C. PEN
*D. FAN
E. SHELL

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ND THE OBJECT IN THIS BOX WHOSE NAME RHYMES WITH *MOUSE*.

- A. RING
- B. HOUSE
- C. PEN
- D. FAN
- E. SHELL

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1105984

ND THE OBJECT IN THIS BOX WHOSE NAME RHYMES WITH *KING*.

- A. RING
- B. HOUSE
- C. PEN
- D. FAN
- E. SHELL

1105985
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ND THE OBJECT IN THIS BOX WHOSE NAME RHYMES WITH *HEN*.

- A. RING
- B. HOUSE
- C. PEN
- D. FAN
- E. SHELL

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E STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF RHYMING WORDS
D WORD MEANING BY CHOOSING THE WORD TO ANSWER THE CLUE READ BY
E TEACHER. %12□

0940

RECTIONS-- I'M GOING TO ASK YOU TO FIND A WORD THAT RHYMES WITH
WORD I SAY. I WILL ALSO GIVE YOU A CLUE ABOUT THIS WORD. CHOOSE
E RHYMING WORD AND THEN WRITE IT IN THE BLANK. %CHILDREN DON'T
F YOUR QUESTIONS.□

0924

ND THE WORD THAT RHYMES WITH *GOAT* AND SAILS IN THE WATER.

- A. COAT
- B. BOAT
- C. SHIP

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ND THE WORD THAT RHYMES WITH *HOUSE* AND IS A TINY ANIMAL.

- A. HORSE
- B. CAT
- C. MOUSE

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ND THE WORD THAT RHYMES WITH *CUP* AND IS A BABY DOG.

- A. PUPPY
- B. TUP
- C. PUP

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ND THE WORD THAT RHYMES WITH *BEAR* AND YOU HAVE IT ON YOUR
AD.

- A. HAT
- B. HAIR
- C. CARE

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1106566

ND THE WORD THAT RHYMES WITH *RAT* AND IS THE MOTHER OF A
TTFN.

- A. KITTY.

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1106567

- B. SAT
- *C. CAT

110656
110656

FIND THE WORD THAT RHYMES WITH *FAR* AND YOU CAN RIDE IN IT.

- A. WAGON
- *B. CAR
- C. TAR

110656
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FIND THE WORD THAT RHYMES WITH *PURSE* AND HELPS YOU WHEN YOU'RE SICK.

- *A. NURSE
- B. DOCTOR
- C. CURSE

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FIND THE WORD THAT RHYMES WITH *DISH* AND YOU CAN CATCH IT IN THE WATER.

- A. BUG
- B. WISH
- *C. FISH

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FIND THE WORD THAT RHYMES WITH *SAG* AND YOU CAN PUT THINGS IN IT.

- A. TAG
- *B. BAG
- C. BOX

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FIND THE WORD THAT RHYMES WITH *FUN* AND IT'S FASTER THAN TO WALK.

- *A. RUN
- B. SUN
- C. RACE

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FIND THE WORD THAT RHYMES WITH *FIT* AND YOU CAN DO IT IN A CHAIR.

- A. JUMP
- *B. SIT
- C. LIT

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FIND THE WORD THAT RHYMES WITH *JANE* AND CAN HELP YOU WALK.

- A. SHOES
- B. LANE
- *C. CANE

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THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF RHYMING WORDS BY, GIVEN GROUPS OF WORDS, THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISCRIMINATE BETWEEN SOUNDS OF WORDS THAT BEGIN ALIKE AND THOSE THAT RHYME BY IDENTIFYING EACH AS THE WORDS ARE PRONOUNCED BY THE TEACHER. %B

0768

DIRECTIONS-- LISTEN TO THE FOUR WORDS I WILL SAY. THEN YOU CHOOSE WHETHER THE WORDS BEGIN ALIKE OR RHYME. %REPEAT DIRECTIONS FOR EACH ITEM

0362

CAT, RAT, SAT, HAT

- A. ALIKE
- *B. RHYME

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1103917

SALLY, SAMMY, SARA, SUSAN

1103918

*A. ALIKE	1103918
B. RHYME	1103918
RUM, DOT, DICK, DIG	1103919
*A. ALIKE	1103919
B. RHYME	1103919
OT, PUT, PAT, PIE	1103920
*A. ALIKE	1103920
B. RHYME	1103920
OAT, BAT, BOY, BALL	1103921
*A. ALIKE	1103921
B. RHYME	1103921
ET, GET, WET, PET	1103922
A. ALIKE	1103922
*B. RHYME	1103922
IG, DOG, DO, DAY	1103923
*A. ALIKE	1103923
B. RHYME	1103923
AN, CAN, FAN, PAN	1103924
A. ALIKE	1103924
*B. RHYME	1103924

TORY DETAIL

AFTER LISTENING TO A STORY, THE STUDENT WILL RECALL DETAILS IN THE STORY BY SELECTING A PICTURE FROM AMONG 3 PICTURES THAT ANSWERS A QUESTION ABOUT THE STORY. #8

0232

WILL BE ASKING YOU SOME QUESTIONS ABOUT THIS STORY AFTER I READ IT TO YOU.

0471

FATHER READS THE STORY.

SUE AND ALAN WERE PLAYING IN THEIR BACKYARD. ALAN HEARD A LITTLE SQUEAKY SOUND. HE STOPPED PLAYING TO LISTEN. HE HEARD IT AGAIN. SUE STOPPED PLAYING. "ALAN, WHAT ARE YOU DOING?" HEARD A SQUEAKY SOUND," ALAN SAID. THE NOISE SEEMED TO BE COMING FROM THE GARAGE. "C, MON," SAID ALAN MOTIONING FOR HER TO FOLLOW HIM. THEY TIPTOED TO THE GARAGE DOOR AND ALAN OPENED IT QUIETLY.

THEY LOOKED ALL AROUND THE GARAGE. THERE WERE DADDY'S ADDERS AND THE LAWN MOWER AND MOTHER'S GARDENING TOOLS. THERE WERE ALAN AND SUE'S BICYCLES, BUT NOTHING THAT MADE A SQUEAKY SOUND. SUE LISTENED. THERE IT IS AGAIN. "MAYBE IT'S COMING FROM THE BUSHES BY THE GARAGE." SO THEY HURRIED OUT TO LOOK BEHIND THE BUSHES. "NOTHING HERE," ALAN SAID, "EXCEPT AN OLD BEAT-UP GOLF BALL."

SUE LOOKED UP FROM THE BUSHES. "THERE GOES SNOWBALL. I WONDER WHERE SHE SPENT THE NIGHT. SHE DIDN'T COME HOME FOR HER

SUPPER."

"SHE CAN ALWAYS CATCH A MOUSE IN THE VACANT LOT," REPLIED ALAN.

"HERE SNOWBALL, HERE KITTY, KITTY, KITTY," CALLED SUE.

SNOWBALL WAS HURRYING ACROSS THE YARD. SHE DUCKED AROUND THE CORNER OF THE HOUSE. SUE CHASED AFTER HER. SUE STOPPED IN HER TRACKS FOR SNOWBALL WAS NO WHERE IN SIGHT.

"THE SQUEAKY NOISE IS LOUDER NOW," SAID ALAN WALKING OVER TO SUE. "IT'S COMING FROM UNDER THE BACK PORCH."

THE CHILDREN CROUCHED DOWN AND PEEKED UNDER THE PORCH. THERE WAS SNOWBALL. BUT SNOWBALL DIDN'T COME OVER TO THE CHILDREN AS USUAL. SHE WAS BUSY LICKING SOMETHING. THE CHILDREN CRAWLED TOWARD SNOWBALL. SNOWBALL PROUDLY STEPPED BACK FROM HER LITTLE NEST AND STROKED HERSELF AGAINST SUE'S LEGS AS IF TO SAY, "COME AND SEE WHAT I HAVE."

SUE AND ALAN BENT FORWARD TO PEEK INTO THE LITTLE HOLE IN THE GROUND. THERE WERE FIVE TINY, WIGGLING, FLUFFY KITTENS MEWING. THEY WERE CRAWLING OVER EACH OTHER POKING THEIR LITTLE FACES INTO THE AIR AND SEARCHING FOR SNOWBALL'S WARM MOTHERLY BODY.

"OH, ALAN, AREN'T THEY CUTE."

"THEY NEED A BETTER BED. LET'S GET A BOX WITH SOME OLD SOFT RAGS."

THE CHILDREN HURRIED TO TELL THEIR MOTHER.

CHOOSE THE PICTURE THAT TELLS WHERE SUE AND ALAN WERE PLAYING.

A. PICTURE OF A SCHOOL PLAYGROUND.

B. PICTURE OF A CITY STREET.

*C. PICTURE OF A BACKYARD.

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CHOOSE THE PICTURE THAT TELLS WHERE THE CHILDREN LOOKED FOR THE SOUND FIRST.

A. PICTURE OF WOODS.

*B. PICTURE OF A GARAGE.

C. PICTURE OF A HOUSE.

1102196

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CHOOSE SOMETHING THEY SAW IN THE GARAGE.

A. PICTURE OF A CAR.

*B. PICTURE OF A LAWN MOWER.

C. PICTURE OF A PILE OF BOXES.

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CHOOSE WHAT THEY FOUND BEHIND THE BUSHES.

*A. PICTURE OF AN OLD BEAT-UP GOLFBALL.

B. PICTURE OF FIVE LITTLE KITTENS CURLED UP.

C. PICTURE OF A LUNCH BUCKET.

1102198

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CHOOSE THE PICTURE THAT TELLS WHAT SNOWBALL WAS.

A. PICTURE OF A SNOWBALL.

B. PICTURE OF A DOG.

*C. PICTURE OF A WHITE CAT.

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CHOOSE THE PICTURE THAT TELLS WHERE SNOWBALL WENT.

*A. PICTURE OF A SIDE VIEW OF A PORCH.

B. PICTURE OF A BACK DOOR ON A HOUSE.

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C. PICTURE OF A GARAGE.

1102200

CHOOSE THE PICTURE THAT TELLS WHAT WAS IN THE LITTLE HOLE UNDER THE PORCH.

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A. PICTURE OF THREE LITTLE PUPPIES CURLED UP.

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*B. PICTURE OF FIVE WIGGLING LITTLE KITTENS.

1102201

C. PICTURE OF AN OLD SHOE.

1102201

CHOOSE THE PICTURE THAT TELLS WHAT THE CHILDREN WENT TO GET FOR SNOWBALL AND HER KITTENS.

1102202

1102202

A. PICTURE OF A LEASH WITH A COLLAR.

1102202

*B. PICTURE OF A CARDBOARD BOX WITH OLD SOFT RAGS IN IT.

1102202

C. PICTURE OF A BONE.

1102202

THE STUDENT CAN RECALL STORY DETAIL OF *THE HARE AND THE HEDGEHOG* BY CHOOSING THE WORD OR PHRASE THAT CORRECTLY COMPLETES A FACT FROM THE STORY. %06□

0399

DIRECTIONS - SELECT THE WORD OR WORDS WHICH WILL CORRECTLY COMPLETE EACH SENTENCE.

0323

HARE IS ANOTHER NAME FOR A _____.

7300

A. CHIPMUNK

7300

*B. RABBIT

7300

C. HEDGEHOG

7300

THE ANIMAL WHO HAD THE IDEA TO RUN THE RACE WAS _____.

7301

*A. THE HEDGEHOG

7301

B. THE HEDGEHOG'S WIFE

7301

C. THE HARE

7301

FOR HIS BREAKFAST, THE HEDGEHOG ATE _____.

7302

A. LETTUCE

7302

B. CARROTS

7302

*C. TURNIPS

7302

THE HARE LAUGHED, "NEIGHBOR HEDGEHOG, IT MUST BE HARD FOR YOU TO WALK BECAUSE _____."

7303

7303

A. YOU ARE SO CLOSE TO THE GROUND

7303

*B. YOU HAVE SUCH SHORT LEGS

7303

C. YOU HAVE SUCH A FAT STOMACH

7303

THE HARE'S HOME WAS _____.

7304

*A. IN THE BUSHES

7304

B. IN A TREE TRUNK

7304

C. IN A HOLE IN THE GROUND

7304

THE *FIRST* THING TO HAPPEN IN THE STORY WAS _____.

7305

A. THE HEDGE HOG TOLD HIS WIFE OF HIS PLAN

7305

*B. THE HEDGEHOG MET THE HARE ON THE PATH

7305

C. THE HARE BOASTED ABOUT HOW FAST HE WAS

7305

THE STUDENT WILL RECALL STORY DETAIL BY CHOOSING FACTS THAT COMPLETE SENTENCES PERTAINING TO THE STORY *THE TURTLE WHO TALKED TOO MUCH.* %07□

: 0443

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

0323

THE YOUNG TURTLE WANTED TO

7444

- A. VISIT NEW PLACES
- B. VISIT HIS FRIENDS, THE BIRDS
- *C. GO SOUTH FOR THE WINTER

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THE YOUNG TURTLE CALLED HIMSELF A POOR TURTLE BECAUSE

7445

- A. HE DIDN'T HAVE ANY FRIENDS
- B. HE WANTED TO LIVE IN THE FOREST
- *C. HE COULDN'T TRAVEL VERY FAR

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THE YOUNG TURTLE TALKED IN A VOICE.

7446

- A. CRACKILY
- *B. SQUEAKY
- C. HOARSE

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A WISE OLD TURTLE TOLD THE YOUNG TURTLE,

7447

- A. ONE DAY YOU WILL SURELY WISH YOU HAD BEEN HAPPY WITH YOUR LIFE
- B. ONE DAY YOU WILL SURELY WISH YOU HAD TAKEN A TRIP TO A FARAWAY LAND
- *C. ONE DAY YOU WILL SURELY WISH YOU HAD NOT TALKED SO MUCH

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TWO WILD GEESE SAID THEY WOULD CARRY THE YOUNG TURTLE SOUTH WITH THEM, BUT HE MUST REMEMBER

7448

7448

- A. NOT TO LOOK DOWN
- *B. TO KEEP HIS MOUTH SHUT
- C. TO HANG ON WITH BOTH HANDS

7448

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AS THE GEESE CARRYING THE TURTLE FLEW OVER A POND, A BOY SHOUTED FROM BELOW,

7449

7449

- *A. WHAT A SILLY TURTLE. IT THINKS IT CAN FLY
- B. WHAT A FUNNY LOOKING TURTLE. HE IS GOING SOUTH WITH THE BIRDS
- C. WHAT A SMART TURTLE. HE KNOWS HOW TO TRAVEL EASILY

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THE TURTLE NEVER MADE IT TO A WARMER CLIMATE BECAUSE

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- A. HE GOT TIRED OF FLYING
- *B. HE OPENED HIS MOUTH
- C. HE CHANGED HIS MIND

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THE STUDENT CAN RECALL STORY DETAIL BY CHOOSING GIVEN FACTS TO COMPLETE SENTENCES CONCERNING THE STORY *THE MAN WHO KEPT HOUSE.* %05d

0406

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

0323

AT THE BEGINNING OF THE STORY, THE MAN THOUGHT THAT THE WOMAN'S JOB WAS

7313

- A. HARDER THAN HIS JOB
- *B. EASIER THAN HIS JOB
- C. JUST AS HARD AS HIS JOB

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7313

THE FIRST THING THAT THE MAN DID AFTER HE TOOK OVER HIS WIFE'S JOB

7314

- *****
- *A. FILL THE CHURN WITH CREAM TO MAKE BUTTER
 - B. TAKE THE COW TO THE ROOF TO EAT THE GRASS
 - C. GIVE THE COW WATER TO DRINK

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7314

- WHEN THE MAN RETURNED WITH THE BABY, HE FOUND THE PIG
- A. TRYING TO CLIMB UP THE WALL AND INTO THE WELL
 - B. EATING THE CARROTS HE HAD PLANNED TO HAVE FOR DINNER
 - *C. DRINKING THE CREAM WHICH HAD SPILLED WHEN THE CHURN TIPPED OVER

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HER WIFE CAME RUNNING FROM THE FIELD BECAUSE

- *A. SHE SAW THE COW HANGING FROM THE ROOF
- B. SHE HEARD A SPLASH FROM INSIDE THE HOUSE
- C. SHE SAW THAT NO ONE WAS WATCHING THE BABY

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AFTER THE WOMAN HELPED HER HUSBAND OUT OF THE CHIMNEY SHE

- A. ASKED HER HUSBAND IF KEEPING HOUSE WAS AS EASY AS HE HAD THOUGHT
- B. WENT BACK TO THE FIELD AND WORKED FOR THE REST OF THE DAY
- *C. CLEANED THE HOUSE, CHURNED THE BUTTER, AND COOKED DINNER

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THE STUDENT WILL APPLY HIS UNDERSTANDING OF A STORY BY SELECTING ASPECTS OF A NEW SITUATION WHICH WILL PARALLEL EVENTS IN THE KNOWN STORY *THE MAN WHO KEPT HOUSE.* %030

0409

DIRECTIONS - READ THE STORY BELOW. THINK ABOUT HOW THIS STORY IS LIKE THE STORY *THE MAN WHO KEPT HOUSE.* SELECT THE WORDS WHICH BEST ANSWER THE QUESTION.

0327

JOE AND JANE WERE IN THE SECOND GRADE. THEY WERE BOTH GOOD HELPERS AROUND THE ROOM. SUE'S JOB WAS TO WASH THE BLACKBOARDS AND JANE'S JOB WAS TO DUST.

ONE DAY JANE SAID, "SUE, YOUR JOB LOOKS LIKE MUCH MORE FUN THAN MINE. ALL I GET TO DO IS DUST, BUT YOU GET TO WASH ALL OF THE BOARDS. I WANT TO DO YOUR JOB. LET'S TRADE."

JOE SAID, "ALL RIGHT," AND THEY SWITCHED JOBS THE NEXT DAY. EVERYTHING WENT WRONG FOR JANE. WHILE SHE WAS WASHING THE BOARDS, A RASER FELL INTO THE WATER. WHEN SHE WENT TO GET IT OUT, THREE PIECES OF CHALK FELL TO THE FLOOR AND BROKE. AS SHE BENT DOWN TO PICK UP THE PIECES OF CHALK, SHE KICKED OVER THE BUCKET OF WATER.

JANE CRIED, "I DON'T LIKE THIS JOB. I WANT MY OLD ONE BACK."

JANE WAS *MOST* LIKE WHICH CHARACTER IN *THE MAN WHO KEPT HOUSE*?

- A. THE BABY
- B. THE MAN
- C. THE WOMAN

7326
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JOE WAS MOST LIKE WHICH CHARACTER IN *THE MAN WHO KEPT HOUSE*?

- A. THE BABY
- B. THE MAN
- *C. THE WOMAN

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THE SENTENCE, "SUE, YOUR JOB LOOKS MUCH MORE FUN THAN MINE," IS MOST LIKE WHICH SENTENCE FROM THE STORY *THE MAN WHO KEPT HOUSE*?

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7328

- A. TOMORROW I'LL WORK IN THE FIELDS.
- *B. OH, YOUR WORK IS EASY.
- C. KEEPING HOUSE WILL BE NO TROUBLE.

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THE STUDENT WILL RECALL STORY DETAIL BY CHOOSING FACTS THAT
COMPLETE SENTENCES PERTAINING TO THE STORY *THE BIG WHISTLE.* 306

0414

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE
CORRECTLY.

0323

THE TOWN OF GREEN APPLE HAD A BIG WHISTLE THAT SAT ON TOP OF

7338

- A. THE COURT HOUSE
- B. A LARGE TOWER
- *C. A COOKIE STORE

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BIG TOOT BLEW HIS WHISTLE THREE TIMES A DAY. WHEN THE PEOPLE
HEARD THE THIRD WHISTLE EACH DAY, THEY KNEW IT WAS TIME TO

7339

- A. EAT LUNCH
- *B. GO HOME
- C. START WORK

7339
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7339

BIG TOOT FELT THE PEOPLE NEEDED TO TAKE A DAY OFF BECAUSE

7340

- *A. THEY DID THE SAME THING EVERYDAY
- B. THEY HAD WORKED HARD ALL DAY
- C. IT WAS A BEAUTIFUL DAY FOR A PICNIC

7340
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BY TEN O'CLOCK IN THE MORNING, BIG TOOT HAD BLOWN HIS WHISTLE ...

7341

- A. ONE TIME
- *B. THREE TIMES
- C. TWO TIMES

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7341

BIG TOOT STOPPED BLOWING HIS WHISTLE WHEN THE PEOPLE DECIDED
TO

7342

- A. GO BACK TO WORK
- B. SING A SONG
- *C. TAKE THE DAY OFF

7342
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7342

THE PEOPLE SPENT THE DAY

7343

- A. AT THE BEACH
- *B. IN THE PARK
- C. AT THE FAIR

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THE STUDENT WILL RECALL STORY DETAIL OF *THE LITTLE GRAY TRUCK*
BY CHOOSING THE WORD OR PHRASE THAT CORRECTLY COMPLETES A FACT
FROM THE STORY. 306

0422

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE
CORRECTLY.

0323

NO ONE WANTED THE LITTLE GRAY TRUCK BECAUSE

7356

- A. IT MADE TOO MUCH NOISE
- B. IT WAS AN UGLY COLOR
- *C. IT WENT TOO FAST

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FARMER FIELD WANTED TO USE THE LITTLE GRAY TRUCK TO CARRY

7357

A. CORN	7357
B. HAY	7357
C. POTATOES	7357

ARMER FIELD FINALLY LEFT LITTLE GRAY TRUCK	7358
A. IN A PARKING LOT	7358
B. ON THE STREET CORNER	7358
*C. IN A USED-CAR LOT	7358

R. BUSY WANTED LITTLE GRAY TRUCK TO HELP HIM	7359
A. TAKE FLOWERS TO HIS FRIENDS	7359
*B. PICK UP OLD PAPERS	7359
C. CARRY DIRT TO HIS GARDEN	7359

HEN, MRS. FLOWER BOUGHT LITTLE GRAY TRUCK. HE WAS SO HAPPY TO	7360
E USED AGAIN THAT HE	7360
*A. WENT FASTER THAN EVER	7360
B. WENT VERY, VERY SLOW	7360
C. DID JUST WHAT HIS DRIVER WANTED	7360

HE FIREMEN DIDN'T CARE IF THE TRUCK WENT FAST BECAUSE	7361
A. THE FIREMEN ARE GOOD DRIVERS	7361
*B. THEY NEEDED A FAST TRUCK	7361
C. THE FIREMEN LIKED TO RIDE IN THE BACK	7361

HE STUDENT WILL RECALL STORY DETAIL OF *SAM, BANGS, AND JONSHINE* BY CHOOSING THE WORD OR PHRASE THAT CORRECTLY OMPLETES A STATEMENT ABOUT THE STORY. #130	0436
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IRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE. ORRECTLY.	0323
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AM WAS A NICKNAME FOR	7413
A. SAMMY	7413
*B. SAMANTHA	7413
C. SAMUEL	7413

AM WAS A	7414
A. LADY	7414
B. BOY	7414
*C. GIRL	7414

AMS FATHER WAS A	7415
A. FARMER	7415
*B. FISHERMAN	7415
C. CARPENTER	7415

AM HAD A BAD HABIT OF	7416
*A. LYING	7416
B. STEALING	7416
C. FIGHTING	7416

INGS WAS SAM'S PET	7417
A. MOUSE	7417
B. DOG	7417
*C. CAT	7417

AM LIKES TO TELL STORIES TO THOMAS BECAUSE	7418
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- *A. HE BELIEVES EVERY WORD SHE SAYS 7418
- B. HE ALWAYS DOES SUCH FUNNY THINGS 7418
- C. HE IS THE BEST FRIEND SAM HAS EVER HAD 7418

WHEN THOMAS CAME TO SEE SAMS KANGAROO EVERY MORNING, SAM WOULD TELL HIM THAT THE KANGAROO

- A. WAS STILL ASLEEP 7419
- *B. HAD JUST STEPPED OUT 7419
- C. WAS EATING BREAKFAST 7419

THIS MORNING, SAM TOLD THOMAS THAT HER BABY KANGAROO HAD GONE ...

- A. FISHING WITH HER FATHER 7420
- *B. VISITING AT BLUE ROCK 7420
- C. HOPPING TO THE CORN FIELD 7420

THOMAS AND BANGS WERE IN TROUBLE AT BLUE ROCK BECAUSE

- A. A DRAGON LIVED THERE 7421
- B. THE ROCKS WERE SHARP 7421
- *C. THE TIDE WAS COMING UP 7421

WHEN SAMS FATHER CAME BACK, HE HAD FOUND THOMAS BUT BANGS HAD

- A. FALLEN FROM A HIGH ROCK 7422
- *B. BEEN WASHED AWAY 7422
- C. WAS EATEN BY THE DRAGON 7422

AS SAM WAS LYING IN BED, SHE SAW

- *A. BANGS AT THE WINDOW 7423
- B. A TREE BANG AGAINST THE WINDOW 7423
- C. HER FATHER LOOKING FOR THOMAS 7423

SAMS FATHER BROUGHT HER A GERBIL HE HAD FOUND ON A BOAT. SAM DECIDED TO

- A. CALL IT A BABY KANGAROO 7424
- B. TAKE IT ON A CHARIOT RIDE 7424
- *C. GIVE IT TO THOMAS 7424

SAM NAMED THE GERBIL

- A. BANGS 7425
- *B. MOONSHINE 7425
- C. BLUE ROCK 7425

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF THE STORY *CITY MOUSE AND COUNTRY MOUSE* BY SELECTING A STATEMENT TO COMPLETE A SENTENCE ABOUT THE STORY. #7# 0472

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY. 0323

THE COUNTRY MOUSE WAS_____ 7597

- A. VERY RICH 7597
- *B. VERY POOR 7597
- C. VERY SELFISH 7597

THE COUNTRY MOUSE LIVED_____ 7598

- A. WITH A FRIEND 7598
- B. WITH HER FAMILY 7598
- *C. ALL ALONE 7598

THE COUNTRY MOUSE'S HOUSE WAS MADE OF _____.

- *A. STRAW
- B. BRICK
- C. MUD

7599
7599
7599
7599

THE COUNTRY MOUSE GAVE THE CITY MOUSE ... TO EAT.

- A. CAKE AND PIE
- *B. SEEDS AND PLANTS
- C. BREAD AND CHEESE

7600
7600
7600
7600

THE CITY MOUSE TOLD THE COUNTRY MOUSE TO _____.

- A. BUILD A NEW HOUSE
- *B. COME TO LIVE IN THE CITY
- C. COME OUT TO PLAY

7601
7601
7601
7601

THE CITY MOUSE'S HOUSE WAS FULL OF _____.

- *A. WONDERFUL SMELLS
- B. MANY OTHER MICE
- C. MANY CATS

7602
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7602

THE OLD CAT _____.

- A. LIKE THE CAKE
- *B. BIT THE COUNTRY MOUSE'S TAIL
- C. BIT THE CITY MOUSE'S TAIL

7603
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7603

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF THE STORY *RED CAR AND THE CHILDREN* BY SELECTING COMPLETIONS TO STATEMENTS ABOUT THE STORY. %50

0487

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

0323

ALL DAY LONG RED CAR ...

- A. TALKED TO THE BLUE PLANE
- B. SANG AND LAUGHED
- *C. TOOK CHILDREN FOR RIDES

7673
7673
7673
7673

RED CAR WANTED TO KNOW ...

- A. WHY THE MERRY-GO-ROUND HORSE WAS TIRED
- *B. WHERE THE CHILDREN WENT AT NIGHT
- C. WHY THE FAT DUCKS WOULDN'T HELP HIM

7674
7674
7674
7674

WHEN RED CAR LEFT THE PARK, HE WAS GONE FOR ...

- A. TWO DAYS
- *B. ONE NIGHT
- C. ONE DAY

7675
7675
7675
7675

WHEN RED CAR LOOKED IN THE WINDOWS, HE SAW ...

- *A. CHILDREN SLEEPING
- B. CHILDREN PLAYING
- C. CHILDREN EATING

7676
7676
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7676

RED CAR WAS GOING TO HAVE A VERY HARD DAY BECAUSE ...

- A. HE DIDN'T WANT TO WORK
- B. HE WAS ANGRY WITH THE CHILDREN
- *C. HE WAS TIRED AND NEEDED SLEEP

7677
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THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF THE STORY *FOREST FRIENDS* RECALLING SPECIFIC EVENTS AND CHARACTERS BY SELECTING THE APPROPRIATE RESPONSE TO A QUESTION ABOUT THE STORY. %05

0491

DIRECTIONS - CHOOSE THE ANSWER TO THE FOLLOWING QUESTIONS BASED UPON THE STORY *FOREST FRIENDS*.

0365

WHICH ANIMAL WAS *MOST* AFRAID OF HUNTERS?

7691

- *A. THE DEER
- B. THE CROW
- C. THE MOUSE

7691

7691

7691

WHICH TWO ANIMALS LIVED IN THE *SAME* HOME?

7692

- A. THE MOUSE AND THE DEER
- *B. THE MOUSE AND THE CROW
- C. THE MOUSE AND THE TURTLE

7692

7692

7692

WHY DID THE DEER WANDER OFF INTO THE FOREST?

7693

- A. IT WAS A BEAUTIFUL DAY.
- B. HE WENT TO FIND THE TURTLE.
- *C. HE WENT TO LOOK FOR FOOD.

7693

7693

7693

WHO LEFT HOME FIRST TO LOOK FOR THE DEER?

7694

- *A. THE CROW
- B. THE TURTLE
- C. THE MOUSE

7694

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7694

WHO SET THE DEER FREE?

7695

- A. THE TURTLE
- *B. THE MOUSE
- C. THE CROW

7695

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THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF SPECIFIC DETAIL IN THE POEM *LITTLE ORPHANT ANNIE* BY CORRECTLY CHOOSING THE WORD OR WORDS TO COMPLETE A SENTENCE TELLING ABOUT THE POEM. %11

0508

LITTLE ORPHANT ANNIE

LITTLE ORPHANT ANNIE'S COME TO OUR HOUSE TO STAY.
 AN' WASH THE CUPS AND SAUCERS UP, AN' BRUSH THE CRUMBS AWAY,
 AN' SHOO THE CHICKENS OFF THE PORCH, AN' DUST THE HEARTH, AN' SWEEP
 AN' MAKE THE FIRE, AN' BAKE THE BREAD, AN' EARN HER KEEP,
 AN' ALL US OTHER CHILDREN, WHEN THE SUPPER THINGS IS DONE,
 WE SET AROUND THE KITCHEN FIRE AN' HAS THE MOSTEST FUN
 A-LIST'NIN TO THE WITCH TALES AT ANNIE TELLS ABOUT,
 AN' THE GOBBLE -UNS 'AT GITS YOU

EF YOU

DON'T

WATCH

OUTO

ONCE THEY WAS A LITTLE BOY WOULDN'T SAY HIS PRAY'RS--
 AN' WHEN HE WENT TO BED AT NIGHT, AWAY UPSTAIRS
 HIS MAMMY HEARD HIM HOLLER, AN' HIS DADDY HEARD HIM BAWL,
 AN' WHEN THEY TURN'T THE KIVVERS DOWN, HE WASN'T THERE AT ALLO

AN' THEY SEEKED HIM IN THE RAFTER ROOM, AND CUBBYHOLE AN' PRESS,
 AN' SEEKED HIM UP THE CHIMNEY FLUE, AND EVER-WHERES, I GUESS,
 BUT ALL THEY EVER FOUND WAS HISS HIS PANTS AN' ROUND ABOUTO
 AN' THE GOBBLE-UNS 'LL GIT YOU

EF YOU
 DON'T
 WATCH
 OUTO

IN' ONE TIME A LITTLE GIL 'UD ALLUS LAUGH AN' GRIN,
 IN' MAKE FUN OF EVER'ONE, AN' ALL HER BLOOD AN' KIN,
 IN' WUNST WHEN THEY WAS COMPANY, AN' OLE FOLKS WAS THERE,
 HE MOCKED 'EM AN' SHOCKED 'EM AN' SAID SHE DIDN'T CAREO
 IN' THIST AS SHE KICKED HER HEELS, AN' TURN'T TO RUN AN' HIDE,
 HEY WAS TWO GREAT BIG BLACK THINGS A-STANDIN' BY HER SIDE,
 IN' THEY SNATCHER HER THROUGH THE CEILIN' 'FORE SHE KNOWED WHAT
 HE'S ABOUTO
 IN' THE GOBBLE-UNS 'LL GET YOU

EF YOU
 DON'T
 WATCH
 OUTO

N' LITTLE ORPHANT ANNIE SAYS, WHEN THE BLAZE IS BLUE,
 N' THE LAMPWICK SPUTTERS, AN' THE WIND GOES WOO-OOO
 N' YOU HEAR THE CRICKETS QUIT, AN' THE MOON IS GRAY,
 N' THE LIGHTNIN'-BUGS IN DEW IS ALL SQUENCHED AWAY--
 OU BETTER MIND YER PARENTS, AN' YER TEACHERS FOND AN' DEAR,
 N' CHURISH THEM 'AT LOVES YOU, AN' DRY THE ORPHANTS TEAR,
 N' HELP THE POOR AN' NEEDY ONES 'AT CLUSTERS ALL ABOUT,
 R THE GOBBLE-UNS 'LL GET YOU

EF YOU
 DON'T
 WATCH
 OUTO

DIRECTIONS - CHOOSE THE WORD OR WORDS THAT BEST COMPLETES THE
 SENTENCE.

0385

LITTLE ORPHANT ANNIE IS GOING TO STAY _____.

7799

- A. AT HER AUNT'S HOUSE
- B. AT THE LITTLE BOYS' HOUSE
- *C. AT OUR HOUSE

7799

7799

7799

HE *FIRST* THING LITTLE ORPHANT ANNIE WILL DO IS _____.

7800

- A. BRUSH THE CRUMBS AWAY
- *B. WASH THE CUPS AND SAUCERS
- C. SHOO THE CHICKENS

7800

7800

7800

LITTLE ORPHANT ANNIE WILL WORK TO _____.

7801

- A. BAKE THE BREAD
- B. TELL WITCH TALES
- *C. EARN HER BOARD AN' KEEP

7801

7801

7801

HE CHILDREN HAVE *THE MOSTEST FUN* _____.

7802

- *A. WHEN THE SUPPER THINGS IS DONE
- B. WHEN THE OLE FOLKS WAS THERE
- C. WHEN THE BLAZE IS BLUE

7802

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7802

ANNIE TELLS _____.

7803

- A. BED-TIME STORIES
- *B. WITCH TALES
- C. FUNNY STORIES

7803

7803

7803

THE LITTLE BOY DIDN'T LIKE TO _____ 7804
 A. LISTEN TO STORIES 7804
 B. MIND HIS MOTHER 7804
 *C. SAY HIS PRAYERS 7804

WHEN THE MOTHER AND FATHER LOOKED IN THE BED FOR THE LITTLE BOY _____ 7805
 A. HE WAS READING 7805
 *B. HE WASN'T THERE 7805
 C. HE WAS CRYING 7805

THE LITTLE BOY _____ 7806
 *A. WAS CAUGHT BY THE GOBBLE-UNS 7806
 B. WAS IN RAFTER ROOM 7806
 C. WAS UNDER THE BED 7806

THE LITTLE GIRL _____ 7807
 A. WAS VERY BAD 7807
 *B. MADE FUN OF EVERYONE 7807
 C. LIKED ANNIE'S TALES 7807

WHEN THE LITTLE GIRL TRIED TO HIDE _____ 7808
 *A. THE BIG BLACK THINGS GOT HER 7808
 B. SHE TRIPPED AS SHE WAS RUNNING 7808
 C. THE COMPANY GOT HER 7808

ANNIE TOLD ALL THE CHILDREN _____ 7809
 A. TO BE CAREFUL NOT TO GET CAUGHT IF YOU'RE PLAYING TRICKS 7809
 *B. TO BE SURE TO OBEY YOUR PARENTS AND YOUR TEACHERS 7809
 C. DON'T BE AFRAID OF THE WIND THAT GOES WOO-OO 7809

THE STUDENT CAN RECALL DETAIL FROM THE STORY *GRAY OWL AND THE RABBITS* BY SELECTING THE APPROPRIATE RESPONSE TO A QUESTION ABOUT THE STORY. %07 0512

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY. 0323

THE STORY *GRAY OWL AND THE RABBITS* TOOK PLACE IN THE _____ 7822
 A. SUMMER 7822
 B. FALL 7822
 *C. WINTER 7822

IT WAS HARD FOR THE ANIMALS TO FIND ENOUGH TO EAT BECAUSE _____ 7823
 A. THE HORNED OWL HAD IT ALL 7823
 *B. SNOW COVERED THE LAND 7823
 C. MOST OF THE SMALL ANIMALS WERE HIDING 7823

MOST OF THE ANIMALS HAD STORED AWAY _____ 7824
 *A. DRY SEEDS AND PLANTS 7824
 B. DRY FRUIT AND NUTS 7824
 C. INSECTS AND MICE 7824

GRAY OWL DIDN'T STORE AWAY FOOD BECAUSE _____ 7825
 A. HE HAD PLAYED WHEN HE SHOULD HAVE WORKED 7825
 *B. HE DIDN'T EAT THE KIND OF FOOD YOU COULD STORE 7825
 C. HE KNEW HE WAS A GREAT HUNTER 7825

THE FIRST ANIMAL GRAY OWL FOUND WAS A _____ 7826

- *A. FAT MOUSE
- R. RABBIT
- C. SQUIRREL

7826
7826
7826

WHEN GRAY OWL CAUGHT THE RABBITS, HE COULDN'T FLY WITH THEM BECAUSE _____

7827
7827
7827
7827
7827

- *A. THEY WERE TOO HEAVY
- B. THEY WIGGLED TOO MUCH
- C. HORNED OWL WOULDN'T LET HIM.

GRAY OWL WANTED BOTH RABBITS BECAUSE _____

7828
7828
7828
7828

- A. HE WAS VERY HUNGRY
- *B. HE CAUGHT BOTH
- C. HE DIDN'T LIKE HORNED OWL

THE STUDENT WILL RECALL THE POEM *SEEIN' THINGS* BY CHOOSING A WORD OR PHRASE THAT CORRECTLY COMPLETES A SENTENCE HAVING TO DO WITH DETAILS IN THE POEM. %08

0451

DIRECTIONS - READ THE POEM BELOW. CHOOSE THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

0339

SEEIN' THINGS

BY EUGENE FIELDS

I AIN'T AFERD UV SNAKES, OR TOADS,
OR BUGS, OR WORMS, OR MICE,
AN' THINGS AT GIRLS ARE SKEERED UV
I THINK ARE AWFUL NICE.
I'M PRETTY SUAVE, I GUESS, AN YET
I HATE TO GO TO BED,
FOR WHEN I'M TUCKED UP WARM AN
SNUG AN WHEN MY PRAYERS ARE SAID,
MOTHER TELLS ME, HAPPY DREAMS AN
TAKES AWAY THE LIGHT,
AN LEAVES ME LYIN' ALL ALONE AN
SEEIN' THINGS AT NIGHTO

SOMETIMES THEY'RE IN THE CORNER, SOME-
TIMES THEY'RE BY THE DOOR,
SOMETIMES THEY'RE ALL A-STANDIN IN THE
MIDDLE UV THE FLOOR,
SOMETIMES THEY ARE A-SITTIN DOWN,
SOMETIMES THEY'RE WALKIN ROUND
SO SOFTLY AND SO CREEPYLIKE THEY NEVER
MAKE A SOUND
SOMETIMES THEY ARE AS BLACK AS INK,
AN' OTHER TIMES THEY'RE WHITE--
BUT THE COLOR AIN'T NO DIFFERENCE
WHEN YOU'RE SEEIN' THINGS AT NIGHTO

ONCE WHEN I LICKED A FELLER AT HAD
JUST MOVED ON OUR STREET,
AN FATHER SENT ME UP TO BED WITHOUT
A BIT TO EAT,
I WOKE UP IN THE DARK AN SAW THINGS
STANDIN- IN A ROW.

A-LOOKIN' AT ME CROSS-EYES AN' POINTIN
AT ME--SOO
OH MYO I WUZ SO SKEERED THAT TIME
I NEVER SLIP A MITE--
IT'S ALMOST ALLUZ WHEN I'M BAD I
SEE THINGS AT NIGHTO

LUCKY THING I AIN'T A GIRL, OR I'D BE
SKEERED TO DEATHO
BE'IN I'M A BOY, I DUCK MY HEAD AN
HOLD MY BREATH.
AN I'M OH, SO SORRY I'M A NAUGHTY
BOY, AN THEN
I PROMIST TO BE BETTER AN I SAY MY
PRAYERS AGAINO
GRANMA TELLS ME THAT'S THE ONLY
WAY TO MAKE IT RIGHT
WHEN A FELLER HAS BEEN WICKED
AN SEES THINGS AT NIGHTO

AN SO, WHEN OTHER NAUGHTY BOYS
WOULD COAX ME INTO SIN,
I TRY TO SKWUSH THE TEMPTERS VOICE
AT URGES ME WITHIN,
AN WHEN THEYS PIE FOR SUPPER, OR
CAKES ATS BUG AN NICE,
I WANT TO--BUT I DO NOT PASS MY
PLATE F'R THEM THINGS TWICE.
NO, RUTHER LET STARVATION WIPE ME
SLOWLY OUT O' SIGHT
THAN I SHOULD KEEP A-LIVIN ON
AN SEEFIN' THINGS AT NIGHTO

THE BOY IN THE POEM IS AFRAID OF
A. BUGS, WORMS, AND MICE
*B. THINGS HE SEES AT NIGHT
C. THINGS THAT GIRLS ARE AFRAID OF

7469
7469
7469
7469

THE BOY IN THE POEM IS VERY BRAVE EXCEPT
A. HE HATES BUGS
B. HE HATES LARGE ANIMALS
*C. HE HATES TO GO TO BED

7470
7470
7470
7470

WHEN THE BOY SEES THINGS AT NIGHT, HE USUALLY SEES THEM
*A. EVERYWHERE
B. IN THE CORNER
C. STANDING UP

7471
7471
7471
7471

WHEN YOU SEE THINGS AT NIGHT, IT DOESN'T MAKE ANY DIFFERENCE
A. HOW MUCH NOISE THEY MAKE
*B. WHAT COLOR THEY ARE
C. WHAT THEY ARE DOING

7472
7472
7472
7472

ONE TIME THE BOY IN THE POEM LICKED A BOY ON HIS STREET. HIS
FATHER
A. GAVE HIM A SPANKING AND SENT HIM TO BED
B. WOULDN'T LET HIM RIDE HIS BIKE FOR A WEEK
*C. SENT HIM TO BED WITHOUT ANYTHING TO EAT

7473
7473
7473
7473
7473

THE LITTLE BOY SEES THINGS AT NIGHT MOSTLY
*A. WHEN HE HAS BEEN BAD

7474
7474

- B. WHEN HE GOES TO BED LATE
- C. WHEN HE WATCHED A SCARY MOVIE

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GRANDMA SAYS THAT THE ONLY WAY TO MAKE IT RIGHT AFTER YOU HAVE BEEN BAD IS TO

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- A. DUCK YOUR HEAD UNDER THE COVERS AND GO TO SLEEP
- *B. PROMISE TO BE BETTER AND SAY YOUR PRAYERS AGAIN
- C. NOT EVER BE BAD IN THE FIRST PLACE

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7475

THE LITTLE BOY WOULD RATHER STARVE THAN

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- *A. SEE THINGS AT NIGHT
- B. HAVE HIS FATHER MAD AT HIM
- C. SEE A BUG OR A SNAKE

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SEQUENCE

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO UNDERSTAND A SEQUENCE OF EVENTS BY CORRECTLY ARRANGING A SCRAMBLED PICTURE STORY OF THREE PARTS. #4

0114

TEACHER SAYS, HERE ARE THREE PARTS OF A PICTURE STORY. LOOK AT THEM CAREFULLY. NOW ARRANGE THEM IN THE PROPER ORDER SO THAT THE STORY MAKES GOOD SENSE.

1100529

PICTURE 1 - AN EMPTY BIRD'S NEST IN A TREE.

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PICTURE 2 - 4 BABY BIRDS IN A NEST.

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PICTURE 3 - 4 BLUE EGGS IN A BIRD'S NEST.

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A. 1 3 2

ANSWER COULD ALSO BE 3 2 1.

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TEACHER SAYS, HERE ARE THREE MORE PICTURES.

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PICTURE 1 - A BOY IS WALKING AWAY FROM A STREAM WITH A FISHING POLE AND A STRING OF FISH.

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PICTURE 2 - A BOY IS SITTING ON THE BANK FISHING.

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PICTURE 3 - A BOY IS WALKING TOWARD A STREAM CARRYING ONLY A FISHING POLE.

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A. 3 2 1

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TEACHER SAYS, PLEASE ARRANGE THESE IN ORDER.

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PICTURE 1 - A BOY IS BRUSHING HIS TEETH WHILE DRESSED IN PAJAMAS.

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PICTURE 2 - A BOY IS GETTING OUT OF BED.

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PICTURE 3 - A BOY IS WALKING TO SCHOOL.

1100531

A. 2 1 3

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TEACHER SAYS, NOW, HERE ARE THE LAST THREE PICTURES.

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PICTURE 1 - A GIRL IS WALKING TOWARD A DRINKING FOUNTAIN.

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PICTURE 2 - A GIRL IS STANDING BY THE FOUNTAIN AND HAS WATER DRIPPING FROM HER FRONT. SHE LOOKS SOMEWHAT UPSET.

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PICTURE 3 - A GIRL IS BENDING OVER THE FOUNTAIN AND IS ABOUT TO TURN THE HANDLE ON.

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1100532

A. 1 3 2

1100532

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF THE STORY *A CLEVER FOX* RECALLING THE SEQUENCE OF EVENTS OBSERVED BY IDENTIFYING THE CORRECT ORDER OF EVENTS. #01

0479

DIRECTIONS - CHOOSE *A*, *B*, OR *C* TO INDICATE THE ORDER IN WHICH THE FOLLOWING EVENTS OCCURRED IN THE STORY *A CLEVER FOX*.

0356

1. THE LAD PUT THE DOG IN THE EMPTY BAG.
2. THE HEN GOBBLED THE BEE.
3. THE FOX STARTED WITH AN EMPTY BAG.
4. THE PET SHEEP SCARED THE HEN AWAY.

- A. 4, 3, 1, 2
*B. 3, 2, 4, 1
C. 2, 4, 1, 3

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THE STUDENT CAN SHOW HIS KNOWLEDGE OF SEQUENCE TO DETERMINE THE CORRECT ORDER OF THE FOLLOWING EVENTS FROM *THE MYSTERY OF MORGAN CASTLE* BY SELECTING THE CORRECT ORDER FROM A LIST OF CHOICES. #1

0501

DIRECTIONS - READ THE FOLLOWING EVENTS. SELECT THE LIST WHICH SHOWS THE CORRECT ORDER OF THESE EVENTS.

0380

1. GABBY SAW A TRUCK.
2. VINNY LOOKED AT THE TWENTY-DOLLAR BILLS.
3. GABBY NEEDS A JOB TO BUY A SURFBOARD.
4. THE POLICE CAME.
5. THE BOYS HEARD A MAN IN THE BASEMENT.
6. THE MEN TOOK GABBY TO THE BASEMENT.
7. MISS WELLINGTON STOOD BY THE SEA-WALL.

- A. 1,3,5,7,2,6,4
B. 5,2,4,1,3,7,6
*C. 3,1,7,5,6,2,4

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THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE MAIN IDEA OF THE POEM *LITTLE ORPHANT ANNIE* BY SELECTING AN APPROPRIATE ALTERNATE TITLE FROM A GIVEN LIST OF SUGGESTIONS. #01

0510

FROM THE CHOICES LISTED BELOW, CHOOSE ONE WHICH COULD BE THE TITLE OF *LITTLE ORPHANT ANNIE*.

- A. NEW GIRL AT HOME
B. SPOOKY STORIES
*C. BEHAVE OR WATCH OUT

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THE STUDENT WILL COMPREHEND THE SEQUENCE OF THE STORY *THE LITTLE GRAY TRUCK* BY IDENTIFYING THE ORDER OF CERTAIN EVENTS. #03

0423

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

0323

THE FIRST OWNER OF THE LITTLE GRAY TRUCK WAS

- A. MR. BUSY
- *B. FARMER FIELD
- C. MRS. FLOWER

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THE FIRST STATEMENT MADE WAS

- A. I WANT A SMALL TRUCK TO HELP ME TAKE FLOWERS TO MY FRIENDS
- B. WE WILL BUY YOUR TRUCK. IT CAN'T GO TOO FAST FOR US
- *C. LOOK AT ALL THE PAPERS BEHIND US YOU DON'T GIVE ME TIME TO PICK THEM UP

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THE THIRD OWNER OF THE LITTLE GRAY TRUCK WAS

- *A. MRS. FLOWER
- B. THE FIREMEN
- C. MR. BUSY

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THE STUDENT CAN PREDICT THE ORDER IN WHICH A PRODUCT BECOMES AVAILABLE TO HIM NOW AND CAN COMPARE AND CONTRAST THIS ORDER TO THE ORDER OF A HUNDRED YEARS AGO BY SELECTING THE ITEMS IN CORRECT ORDER. 8040

0466

DIRECTIONS - CHOOSE THE LETTER IN FRONT OF THE ITEMS THAT ARE IN THE CORRECT ORDER. EXPLAIN HOW THIS IS DIFFERENT FROM 100 YEARS AGO.

0350

DRESS OR SHIRT

- A. STORE - COTTON - FACTORY - YOU
- B. FACTORY - YOU - COTTON - STORE
- *C. COTTON - FACTORY - STORE - YOU

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FRESH VEGETABLES

- A. FARMER - SEED - YOU - STORE
- *B. SEED - FARMER - STORE - YOU
- C. STORE - SEED - YOU - FARMER

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DRINKING WATER

- *A. WELLS - PUMPING STATION - PIPES - HOMES
- B. PIPES - WELLS - PUMPING STATION - HOMES
- C. WELLS - HOMES - PIPES - PUMPING STATION

7584
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7584
7584

MEAT

- A. STORE - ANIMALS - MEAT PLANT - YOU
- *B. ANIMALS - MEAT PLANT - STORE - YOU
- C. MEAT PLANT - ANIMALS - YOU - STORE

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THE STUDENT CAN READ AND COMPREHEND A GROUP OF FOUR INDIVIDUAL SENTENCES AND REORGANIZE THEM INTO A LOGICAL SEQUENCE BY NUMBERING THE STATEMENTS IN CORRECT ORDER. 830

0789

DIRECTIONS-READ THE FOLLOWING SENTENCES. THEY ARE NOT IN THE RIGHT ORDER. REARRANGE THEM SO THAT THEY COME IN THE CORRECT ORDER.

0798

1. HE ASKED HIS MOTHER FOR MONEY.
2. JIM PAID FOR THE MOVIE.

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1105158

3. SHE GAVE HIM ONE DOLLAR.	1105158
4. JIM WANTED TO GO TO THE MOVIE.	1105158
A. 4, 1, 3, 2.	1105158

1. JIM WAS WALKING DOWN THE STREET.	1105159
2. THE DOG GROWLED AND WALKED AWAY.	1105159
3. HE SAW A BIG BLACK DOG COMING TOWARD HIM.	1105159
4. JIM REACHED OUT TO PET HIM.	1105159
A. 1, 3, 4, 2	1105159

1. SHE WENT OUT TO PLAY.	1105160
2. SHE OPENED THE WINDOW TO FEEL THE TEMPERATURE.	1105160
3. MARY GOT UP IN THE MORNING.	1105160
4. MARY GOT DRESSED.	1105160
A. 3, 2, 4, 1	1105160

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE A LINEAR PATTERN IN A SEQUENCE BY CHOOSING THE NEXT SYMBOL NEEDED TO REPEAT THE PATTERN OF CIRCLES AND SQUARES. %5	0378
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DIRECTIONS-- LOOK FOR A PATTERN IN THIS LINE OF SYMBOLS, ONE GROUP THAT LOOKS LIKE ANOTHER GROUP. CHOOSE EITHER A CIRCLE OR A SQUARE TO FINISH THE SEQUENCE.	0315
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CIRCLE-CIRCLE-SQUARE-CIRCLE-CIRCLE-SQUARE-CIRCLE-CIRCLE-SQUARE-CIRCLE-	1103994
SQUARE-CIRCLE-	1103994
*A. CIRCLE	1103994
*B. SQUARE	1103994

SQUARE-SQUARE-CIRCLE-SQUARE-SQUARE-CIRCLE-SQUARE-SQUARE-CIRCLE-SQUARE-SQUARE-	1103995
SQUARE-SQUARE-	1103995
*A. CIRCLE	1103995
*B. SQUARE	1103995

CIRCLE-SQUARE-CIRCLE-SQUARE-CIRCLE-SQUARE-CIRCLE-SQUARE-CIRCLE	1103996
*A. CIRCLE	1103996
*B. SQUARE	1103996

SQUARE-SQUARE-SQUARE-CIRCLE-SQUARE-SQUARE-SQUARE-CIRCLE-SQUARE-SQUARE-SQUARE-CIRCLE-SQUARE-	1103997
SQUARE-SQUARE-CIRCLE-SQUARE-SQUARE-	1103997
*A. CIRCLE	1103997
*B. SQUARE	1103997

CIRCLE-CIRCLE-CIRCLE-SQUARE-SQUARE-CIRCLE-CIRCLE-CIRCLE-SQUARE-SQUARE-CIRCLE-CIRCLE-CIRCLE-SQUARE-	1103998
SQUARE-CIRCLE-CIRCLE-CIRCLE-SQUARE-	1103998
*A. CIRCLE	1103998
*B. SQUARE	1103998

THE STUDENT WILL ANALYZE PAIRS OF STATEMENTS BASED UPON THE STORY *A CLEVER FOX* DISTINGUISHING THE CAUSE-EFFECT RELATIONSHIP BY INDICATING WHETHER A GIVEN STATEMENT IS A CAUSE OR AN EFFECT. %8	0484
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DIRECTIONS - READ THE STATEMENTS AND CHOOSE THE CAUSE *A*, AND THE RESULT *B*.	0360
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THE OLD WOMAN WAS FOOLED.

- A. THE CAUSE
- *B. THE RESULT

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THE FOX WAS VERY CLEVER.

- *A. THE CAUSE
- B. THE RESULT

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THE HEN GORBLED THE BEE.

- *A. THE CAUSE
- B. THE RESULT

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THE BEE STOPPED BUZZING.

- A. THE CAUSE
- *B. THE RESULT

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THE HEN RAN AWAY.

- A. THE CAUSE
- *B. THE RESULT

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7648

THE SHEEP SCARED THE HEN.

- *A. THE CAUSE
- B. THE RESULT

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7649

THE BOY WAS MORE CLEVER THAN THE FOX.

- *A. THE CAUSE
- B. THE RESULT

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7650

THE BOY *BIG PUT THE FIERCE DOG IN THE BAG.

- A. THE CAUSE
- *B. THE RESULT

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THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE STORY *THE
MYSTERY OF MORGAN CASTLE* BY SELECTING THE CAUSE OF CERTAIN
ACTIONS IN THE STORY. %15n

0502

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE
CORRECTLY.

0323

GARRY SUMMERS WENT TO MISS WELLINGTONS HOUSE BECAUSE _____.

- A. HE NEEDED A SURFBOARD AND KNEW SHE HAD ONE
- *B. SHE NEEDED SOMEONE FOR DOG-SITTING FOR A FEW DAYS
- C. HE WANTED TO SEE THE INSIDE OF A LARGE OLD HOUSE

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FRITZ JUMPED OVER THE SEA WALL AND RAN AWAY BECAUSE _____.

- A. HE WAS SO HAPPY TO BE OUTSIDE
- B. HE DIDN'T LIKE BEING ON A LEASH
- *C. HE WANTED TO FIND OUT WHAT WAS GOING ON NEXT DOOR

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7761

GABBY CHASED INTO THE GARDEN AFTER FRITZ BECAUSE _____.

- *A. HE HAD TO GET THE DOG BACK
- B. MISS WELLINGTON WAS YELLING TO HIM
- C. HE WANTED TO FIND THE PAPER BOY

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7762

GABBY KNEW SOMEONE WAS AT MORGAN CASTLE BECAUSE _____.

- A. PART OF THE FENCE WAS MISSING
- *B. HE HEARD A DOOR OPEN AND CLOSE
- C. THERE WERE LIGHTS HE COULD SEE

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MISS WELLINGTON TOLD GABBY NOT TO COME BACK ANYMORE BECAUSE _____	7764
*A. SHE DECIDED NOT TO GO AWAY	7764
B. HE WASN'T STRONG ENOUGH FOR FRITZ	7764
C. SHE COULD TAKE CARE OF FRITZ HERSELF	7764
GABBY WAS GOING OUT IN THE MIDDLE OF THE NIGHT BECAUSE _____	7765
A. HE WASN'T TIRED AND WANTED TO THINK	7765
B. HE THOUGHT HE COULD FIND MORE MONEY	7765
*C. HE KNEW SOMEONE WAS IN MORGAN CASTLE	7765
GABBY KNEW IT WASN'T A GARDENER'S TRUCK HE SAW BECAUSE _____	7766
A. THERE WAS A BOX ON THE TRUCK	7766
*B. THE GARDEN HAD NOT BEEN CARED FOR	7766
C. THE MAN DIDN'T LOOK LIKE A GARDENER	7766
MISS WELLINGTON WAS STANDING NEAR THE SEA WALL BECAUSE _____	7767
*A. SHE WAS CALLING FRITZ HOME	7767
B. SHE HEARD NOISES AT MORGAN CASTLE	7767
C. SHE LIKED TO HEAR THE SOUND OF THE SURF	7767
GABBY WENT BACK TO MISS WELLINGTON'S HOUSE BECAUSE _____	7768
*A. HE WANTED TO KNOW WHY SHE HAD BEEN OUTSIDE THE NIGHT BEFORE	7768
B. HE HAD TO TELL HER THAT HE HAD FOUND FRITZ DEAD	7768
C. HE THOUGHT SHE MIGHT BE LONELY	7768
GABBY DIDN'T THINK MISS WELLINGTON WOULD HAVE GONE UPSTAIRS BECAUSE _____	7769
A. NO ONE EVER USED THE ROOMS THERE	7769
B. IT WAS COLD AND WINDY THERE	7769
*C. SHE HAD TOO MUCH TROUBLE WALKING	7769
MISS WELLINGTON REALLY HAD GONE UPSTAIRS BECAUSE _____	7770
*A. SHE COULD SEE INTO THE CASTLE GARDEN	7770
B. SHE WANTED TO BE ALONE	7770
C. SHE WAS LOOKING FOR FRITZ FROM THE WINDOW	7770
GABBY KNEW MISS WELLINGTON WENT TO MORGAN CASTLE BECAUSE _____	7771
A. BILL TOLD HIM SO	7771
*B. HE FOUND HER CANE	7771
C. HE COULD HEAR HER TALKING	7771
GABBY WAS FRIGHTENED IN THE GARDEN BECAUSE _____	7772
A. HE COULDN'T FIND BILL	7772
B. THE MAN IN THE TRUCK WAS MORGAN	7772
*C. THE MEN CAUGHT MISS WELLINGTON AND BILL	7772
MISS WELLINGTON TOLD MORGAN THAT SHE HAD CALLED THE POLICE BECAUSE _____	7773
*A. SHE WANTED TIME TO THINK	7773
B. SHE REALLY HAD	7773
C. SHE THOUGHT IT WOULD SCARE HIM	7773
VINNY KNEW THE MONEY WASN'T GOOD BECAUSE _____	7774
A. IT WAS ROSS MORGAN'S MONEY	7774
*B. THE *N* WAS MISSING FROM JACKSON	7774
C. IT CAME OUT OF A PAPER BAG	7774

THE STUDENT WILL ANALYZE PAIRS OF STATEMENTS BASED UPON THE STORY
 GRAY OWL AND THE RABBITS DISTINGUISHING THE PROBABLE CAUSE-
 EFFECT RELATIONSHIPS BY INDICATING WHETHER THE STATEMENT IS A
 CAUSE OR AN EFFECT. #12

0516

DIRECTIONS -- READ THE STATEMENTS AND MARK THE CAUSE *A* AND
 THE RESULT *B*.

0360

GRAY OWL HUNTED FOR FOOD.

- A. CAUSE
- *B. EFFECT

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GRAY OWL WAS HUNGRY.

- *A. CAUSE
- B. EFFECT

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7840

THE FOREST ANIMALS COULD HARDLY FIND FOOD.

- A. CAUSE
- *B. EFFECT

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7841

SNOW COVERED THE LAND.

- *A. CAUSE
- B. EFFECT

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7842

GRAY OWL SPOTTED A SQUIRREL.

- *A. CAUSE
- B. EFFECT

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7843

DOWN SWOOPED GRAY OWL.

- A. CAUSE
- *B. EFFECT

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7844

THE TWO RABBITS WERE HEAVY.

- *A. CAUSE
- B. EFFECT

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7845

GRAY OWL COULDN'T LIFT THE RABBITS.

- A. CAUSE
- *B. EFFECT

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7846

GRAY OWL HIT HIS HEAD ON THE ROCK.

- A. CAUSE
- *B. EFFECT

7847
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7847

THE RABBITS RAN ON EITHER SIDE OF THE ROCK.

- *A. CAUSE
- B. EFFECT

7848
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7848

THE RABBITS RAN AWAY.

- *A. CAUSE
- B. EFFECT

7849
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7849

GRAY OWL HAD NO DINNER.

- A. CAUSE
- *B. EFFECT

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THE STUDENT WILL ANALYZE THE PROBABLE CAUSE OF AN EVENT FROM THE

STORY *A TIME OF THANKSGIVING* BY SELECTING THE MOST LOGICAL CAUSE. #080

DIRECTIONS - CHOOSE THE *BEST* SENTENCE THAT TELLS WHY EACH THING HAPPENED.

0655

THE INDIANS ACCEPTED THE PILGRIMS' INVITATION BECAUSE _____ 9893
A. THEY WANTED TO SPY ON THE SETTLEMENT 9893
*B. THEY WANTED TO BE FRIENDS WITH THE PILGRIMS 9893
C. THEY DIDN'T HAVE MUCH FOOD OF THEIR OWN 9893

THE PILGRIM WOMEN WORKED HARD TO PREPARE FOOD BECAUSE _____ 9894
A. THEY HAD SO MUCH EXTRA FOOD 9894
B. THEY WANTED TO IMPRESS THE INDIANS 9894
*C. THEY WANTED TO SHARE THE GOOD HARVEST 9894

THE PILGRIMS LET ALL THE INDIANS EAT FIRST BECAUSE _____ 9895
*A. IT IS ALWAYS POLITE TO LET GUESTS EAT FIRST. 9895
B. THEY WERE AFRAID THE INDIANS WOULD GET MAD 9895
C. THE PILGRIMS REALLY WEREN'T VERY HUNGRY 9895

RED FEATHER SMILED AT GILES BECAUSE _____ 9896
A. HE HAD A TRICK TO PLAY ON GILES 9896
B. HE THOUGHT GILES LOOKED FUNNY 9896
*C. HE WANTED GILES TO SHOOT WITH HIM 9896

RED FEATHER WANTED GILES TO SHOOT BOW AND ARROWS WITH HIM, BECAUSE _____ 9897
*A. HE WANTED TO BE FRIENDS WITH GILES 9897
B. HE KNEW HE COULD SHOOT BETTER THAN GILES 9897
C. HE WANTED TO GET AWAY FROM THE GROWN UPS 9897

GILES DIDN'T SHOOT AS WELL AS RED FEATHER BECAUSE _____ 9898
A. INDIANS ARE BETTER ATHLETES THAN WHITE MEN 9898
*B. RED FEATHER HAD HAD LOTS MORE PRACTICE THAN GILES 9898
C. HE DIDN'T WANT TO MAKE RED FEATHER MAD 9898

CONSTANCE WORRIED WHEN SHE SAW GILES GO OFF WITH RED FEATHER BECAUSE _____ 9899
A. SHE WAS AFRAID THEY MIGHT GET LOST 9899
B. SHE WANTED TO GO ALONG WITH THE BOYS 9899
*C. SHE WAS AFRAID HE MIGHT HARM GILES 9899

RED FEATHER GAVE GILES THE BOW AND ARROW BECAUSE _____ 9900
A. HE HAD LOTS MORE AT HOME 9900
*B. HE WANTED TO SHOW HIS FRIENDSHIP 9900
C. WHITE MAN HAD TOUCHED HIS BOW 9900

PLACES

THE STUDENT WILL DEMONSTRATE AN ABILITY TO INFER PLACE IN A WRITTEN STORY, ACCORDING TO THE DESCRIPTION OF THE CHARACTERS' ACTIONS, BY CHOOSING THE MOST APPROPRIATE CHOICE OF PLACE FROM A LIST. #40

0145

READ THE STORY BELOW. CHOOSE THE PHRASE WHERE THE ACTION TOOK PLACE.

0127

TED AND BILL HURRIED TO CLEAN THEIR ROOM. BILL SAID, "BE SURE AND BRING YOUR BALL AND BAT." BILL TOOK HIS KITE DOWN FROM THE WALL. THEY PUT ON THEIR JACKETS AND TED SAID, "WELL, OUR ROOM IS CLEAN. LET'S GO."

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WHERE WERE TED AND BILL GOING?

- A. TO THE GARDEN
- B. TO THE STORE
- *C. TO THE PARK

"LOOK AT THE FLAGS AND ALL THE PEOPLE," SAID JACK. "THE GRASS IS REALLY GREEN AND THE FIELD LOOKS LIKE IT IS READY FOR RUNNERS," SAID PETE. "I SURE HOPE THEY HAVE POPCORN AND PEANUTS," SAID DAVE. "HERE COMES THE FIRST BALL."

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WHERE ARE JACK, PETE, AND DAVE?

- A. AT THE RACES
- *B. AT THE BASEBALL GAME
- C. AT A HOCKEY GAME

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CHARLIE BUTTONED HIS TOP BUTTON OF HIS COAT. HE HURRIED HOME SO HE WOULDN'T GET HIS SHOES WET. HE KNEW A BIG BOWL OF HOT SOUP WOULD BE WAITING FOR HIM WHEN HE FINISHED ALL HIS JOBS. CHARLIE LIKED TO WATCH THE PATTERNS THAT FLOATED PAST HIM DURING THIS TIME OF YEAR.

WHERE WAS CHARLIE?

- *A. IN A SNOWSTORM
- B. IN A RAINSTORM
- C. IN A HAILSTORM

"I CAN SEE ALL THE HOUSES IN OUR TOWN," SAID NANCY. "IT LOOKS LIKE WE COULD TOUCH THE CLOUDS," SAID JIM. "I AM GETTING A LITTLE COLD HERE AND HUNGRY, TOO," SAID DON. "I THINK WE SHOULD START CLIMBING FOR HOME." SO OFF THE CHILDREN WENT WITH THEIR BASKETS IN THEIR HANDS AND A HOP AND SKIP IN THEIR STEP.

WHERE WERE THE CHILDREN IN THIS STORY?

- A. IN A TREE
- B. IN A PLANE
- *C. ON A MOUNTAIN TOP

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THE STUDENT CAN DEMONSTRATE HIS ABILITY TO COMPREHEND PHRASE MEANINGS BY SELECTING THE PHRASE THAT CORRESPONDS WITH A GIVEN DESCRIPTIVE CATEGORY. *WHO, WHAT, WHERE, WHEN, HOW* \$15

0581

DIRECTIONS - CHOOSE THE PHRASE THAT ANSWERS THE QUESTION.

0607

WHICH ONE TELLS *WHAT*?

- A. A BOY AND A GIRL
- *B. A HOUSE ON A HILL
- C. A DAY AFTER CHRISTMAS

9429
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9429

WHICH ONE TELLS *WHEN*?

- A. AS IF IT WOULD RAIN
- B. AS FAST AS HE COULD
- *C. AS SOON AS HE GOT HOME

9430
9430
9430
9430

WHICH ONE TELLS *WHO*?

- *A. MY MOTHER'S FRIEND
- B. MY FRIEND'S HOUSE
- C. MY MOTHER'S BOOK

9431
9431
9431
9431

WHICH ONE TELLS *WHERE*?

- A. AT ANOTHER TIME
- *B. AT ANOTHER SCHOOL
- C. AT ANOTHER BOOK

9432
9432
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WHICH ONE TELLS *HOW*?

- A. IN THREE MORE DAYS
- B. IN THE NEXT ROOM
- *C. IN A BIG HURRY

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WHICH ONE TELLS *WHEN*?

- A. AFTER THE BIG DOG
- *B. AFTER I GET HOME
- C. AFTER THE TRAIN

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9434

WHICH ONE TELLS *HOW*?

- A. AS HE SAT DOWN
- B. AS SOON AS IT RAINED
- *C. AS SLOW AS A TURTLE

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WHICH ONE TELLS *WHERE*?

- A. IN TIME FOR SCHOOL
- *B. IN MY FRIEND'S WAGON
- C. IN THREE BIG STEPS

9436
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9436

WHICH ONE TELLS *WHAT*?

9437

*A. THREE BOOKS FOR PETE	9437
B. THREE DAYS IN MARCH	9437
C. THREE BOYS AT SCHOOL	9437
WHICH ONE TELLS *WHOD*	
A. ALL THE CHAIRS	9438
B. ALL DAY LONG	9438
*C. ALL MY FRIENDS	9438
WHICH ONE TELLS *HOWD*	
A. BY THE TIME HE GOT HOME	9439
*B. BY RUNNING VERY FAST	9439
C. BY THE BIG OLD HOUSE	9439
WHICH ONE TELLS *WHATD*	
*A. THE TOY BILLY WANTED	9440
B. THE GIRL PATTY SAW	9440
C. THE DAY IT RAINED	9440
WHICH ONE TELLS *WHEND*	
A. THE BOY NEXT TO ME	9441
B. THE HOUSE NEXT TO MINE	9441
*C. THE VERY NEXT DAY	9441
WHICH ONE TELLS *WHOD*	
A. THE LAST DAY OF SCHOOL	9442
*B. THE LAST BOY I SAW	9442
C. THE LAST BOOK I READ	9442
WHICH ONE TELLS *WHEREFD*	
A. BY LOOKING IN A BOOK	9443
*B. BY THAT BIG TREE	9443
C. BY THE NEXT DAY	9443

CONTEXT CLUES

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO USE CONTEXT CLUES IN WORD ATTACK BY CHOOSING THE WORD THAT BEST COMPLETES A GIVEN SENTENCE. #12# 0123

READ THE SENTENCE TO YOURSELF. CHOOSE WHICH OF THE THREE WORDS UNDER IT MAKES SENSE IN THE BLANK. 0107

THIS IS THE _____ WE GO HOME.
 *A. WAY 1100659
 B. HAY 1100659
 C. PLAY 1100659

THIS IS THE _____ WE PLAY HOUSE.
 A. SAY 1100660
 *B. DAY 1100660
 C. MAY 1100660

DICK WILL NOT _____ PUFF.

- A. IT
- B. BIT
- *C. HIT

1100661
1100661
1100661
1100661

THIS PAN IS _____, JANE.

- A. DOT
- *B. HOT
- C. NOT

1100662
1100662
1100662
1100662

TOM AND JANE ARE _____ TO SPOT.

- A. FIND
- B. MIND
- *C. KIND

1100663
1100663
1100663
1100663

WILL YOU _____ SPOT'S DISH?

- A. MILL
- *B. FILL
- C. WILL

1100664
1100664
1100664
1100664

I WILL GIVE THE KITTEN A _____ PAN OF WATER.

- A. FIN
- B. PIN
- *C. TIN

1100665
1100665
1100665
1100665

FATHER HAS NOT COME HOME _____.

- A. ME
- B. GET
- *C. YET

1100666
1100666
1100666
1100666

GET DOWN. YOU ARE _____.

- *A. WET
- B. GET
- C. NET

1100667
1100667
1100667
1100667

SUSAN HAS _____ MOTHER.

- A. GET
- *B. MET
- C. YET

1100668
1100668
1100668
1100668

THIS IS THE DOG THAT _____ ME.

- A. IT
- B. FIT
- *C. BIT

1100669
1100669
1100669
1100669

WE WILL PLAY ON THE _____.

- *A. HILL
- B. WILL
- C. FILL

1100670
1100670
1100670
1100670

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO GET MEANING FROM
CONTEXT BY SELECTING THE RIGHT WORD FROM A SET OF THREE WORDS TO
COMPLETE THE SENTENCE. #70

0354-

DIRECTIONS-- READ THE FIRST PART OF EACH SENTENCE, THEN CHOOSE
THE WORD THAT COMPLETES THE SENTENCE.

0296

THE DOG GNAWED THE _____.

A. BOX	1103851
*B. BONE	1103851
C. BOAT	1103851
TO HIT THE BALL THE BOY NEEDED A _____	1103852
A. GLOVE	1103852
*B. BAT	1103852
C. BELT	1103852
THE BIRD ATE THREE _____	1103853
A. WORDS	1103853
*B. WORMS	1103853
C. NESTS	1103853
MARY BOUGHT AN APPLE AT THE _____	1103854
A. BARN	1103854
B. START	1103854
*C. STORE	1103854
TOM FED THE HEN SOME _____	1103855
A. CAME	1103855
*B. CORN	1103855
C. CROWS	1103855
DICK RAN ALL THE WAY TO _____	1103856
A. HOME	1103856
B. SKATE	1103856
*C. SCHOOL	1103856
THE TEACHER SAID, "PLEASE CLOSE YOUR _____."	1103857
A. PAPER	1103857
B. PENCIL	1103857
*C. BOOK	1103857

GIVEN A SENTENCE AND TWO SIMILAR WORDS, THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF WORD USAGE BY SELECTING THE CORRECT WORD TO COMPLETE THE SENTENCE. #37d 0392

THE _____ STEPPED UP TO THE PLATE AND WAITED FOR THE PITCH.	1104100
*A. BATTER	1104100
B. BETTER	1104100
MOTHER WASHED THE DISHES AFTER SHE FINISHED _____ THE FLOOR.	1104102
*A. MOPPING	1104102
B. MOPING	1104102
THERE WAS A _____ NOISE THAT FRIGHTENED ALL OF THE ANIMALS IN THE PET SHOW.	1104103
A. SADDEN	1104103
*B. SUDDEN	1104103
GRANDFATHER RABBIT TOLD THE YOUNG BUNNIES TO RUN _____ HOME TO THEIR OWN HOLE IN THE WOODS.	1104104
A. ALLOW	1104104
*B. ALONG	1104104
JACK STOOD UP BECAUSE HE KNEW IT WOULD BE HIS TURN _____ TO THROW THE BALL.	1104105
	1104105

A. NEST	1104105
*R. NEXT	1104105
"FIRST MY SHOE WAS LOST, THEN MY MILK SPILLED ON ME, AND FINALLY I FORGOT MY BOOK FOR SCHOOL. THIS HAS BEEN A _____ DAY," SAID MARY.	1104106
A. TROUBLE	1104106
*R. TERRIBLE	1104106
WHERE WOULD BE A GOOD PLACE TO HIDE SO ANDY CAN'T FIND ME? I THOUGHT BILL. THOSE GREEN _____ LOOK LIKE JUST THE PLACE.	1104107
*A. BUSHES	1104107
R. BUSES	1104107
SMALL MOUSE HAD LIVED IN THE SAME HOUSEHOLD ALL OF HIS _____.	4108
*A. LIFE	1104108
R. LIVE	1104108
SAMANTHA RABBIT _____ ALL THE WAY TO MRS. SHEEP'S PARTY.	1104109
*A. HOPPED	1104109
R. HOPED	1104109
RED RIDING HOOD PULLED HER RED _____ CLOSER AROUND HER SHOULDERS.	1104110
*A. CAPE	1104110
B. CAP	1104110
"ANN, WILL YOU PLEASE HELP ME WIPE UP THE DIRTY _____ ON THE FLOOR OF THE KITCHEN?" ASKED MOTHER.	1104111
A. STOP	1104111
*R. SPOT	1104111
BILL AND TOM GOT _____ THE MONKEY BARS AND RAN TO THE SLIDE.	1104112
A. OF	1104112
*B. OFF	1104112
THE SLY FOX _____ THINKING OF A WAY TO CATCH JOHNNY CAKE.	1104113
*A. WAS	1104113
R. SAW	1104113
WISE OWL STOPPED AND LISTENED CAREFULLY, BUT THE WOODS WERE _____.	1104114
*A. QUIET	1104114
R. QUITE	1104114
"GOSH I'VE _____ HAD SUCH A FUN TIME!" LAUGHED SUSAN.	1104115
*A. NEVER	1104115
R. NEWER	1104115
CINDY WAS TOO SLEEPY TO READ ANY LONGER. SHE PUT HER BOOK ON THE _____ TABLE AND TURNED OUT THE LIGHT.	1104116
A. BESIDE	1104116
*B. BEDSIDE	1104116
"MOTHER, I WON'T NEED THE GLUE," SAID ELLEN. "I'VE _____ MY BROKEN TOY."	1104117
*A. TAPED	1104117
R. TAPPED	1104117
TED WAS COLORING THE PICTURE OF A PLANE HE HAD JUST MADE BY FOLLOWING THE _____.	1104118
A. DOTES	1104118
*B. DOTS	1104118

PENNY HEN _____ LOUDLY WHEN THE FARMER TOOK HER NEW EGGS.	1104119
A. SQUEAKED	1104119
*B. SQUAWKED	1104119
"WHO IS WALKING ON MY _____?" ASKED THE UGLY TROLL.	1104120
*A. BRIDGE	1104120
B. BRIDE	1104120
THE KIND _____ HELPED ALL THE PEOPLE WHO LIVED IN HIS KINGDOM.	1104121
A. PRICE	1104121
*B. PRINCE	1104121
I WILL GATHER MANY NUTS, THOUGHT GRAY SQUIRREL. IT _____ BE A VERY LONG WINTER.	1104122
*A. MIGHT	1104122
B. MILE	1104122
I THINK THIS LETTER FROM ME _____ TO MAKE GRANDMOTHER VERY HAPPY, THOUGHT DAVID AS HE DROPPED THE LETTER INTO THE MAILBOX.	1104123
*A. OUGHT	1104123
B. OUCH	1104123
"UNCLE BILL, I AM SO GLAD YOU _____ THE FIREPLACE WITH WOOD SO WE COULD HAVE THIS WARM FIRE," SAID DANNY.	1104124
A. FILED	1104124
*B. FILLED	1104124
I WILL TRY TO _____ THE CAT OUT OF THE TREE WITHOUT SCARING HIM, THOUGHT BILLY.	1104125
*A. COAX	1104125
B. COAT	1104125
BOB HEARD THE LOUD, ANGRY VOICES OF HIS FRIENDS AND SAID, PLEASE DON'T _____."	1104126
A. QUACK	1104126
*B. QUARREL	1104126
"I LOVE _____ PIE," SAID JIM.	1104127
*A. APPLE	4127
B. AMPLE	4127
AS BEN WALKED TO THE BUS STOP HE WENT _____ MANY OTHER CHILDREN.	1104128
A. PASTE	1104128
*B. PAST	1104128
LINDA LOOKED AT ALL THE PRETTY WRAPPING PAPER IN THE STORE. "I WILL TAKE THE PAPER WITH WHITE AND YELLOW _____," SHE TOLD THE CLERK.	1104129
*A. STRIPES	1104129
B. STRIPS	1104129
RUDY ROOSTER WATCHED THE SKY CAREFULLY. JUST AS HE SAW THE SUN BEGIN TO _____ HE GAVE A LOUD CROW.	1104130
A. RINSE	1104130
*B. RISE	1104130
WHAT A LONG LINE, THOUGHT TIM. I WONDER WHERE THE _____ OF IT IS.	1104131
A. AND	1104131
*B. END	1104131

"MOTHER, HAVE YOU ANY GLUE _____?" ASKED MARY.

- *A. HANDY
- R. HAIRY

1104132
1104132
1104132

WHAT IS THE SECRET WORD?" ASKED JOHN. "COME HERE AND I'LL _____ IT TO YOU," SAID JACK.

- A. WHISTLE
- *B. WHISPER

1104133
1104133
1104133
4133

"I'M SORRY, I DIDN'T _____ TO BUMP INTO YOU," SAID MRS. HILL.

- *A. MEAN
- B. SEEN

1104134
1104134
1104134

THE HUNGRY BEAR STOOD WATCHING ALL THE FISH IN THE POND AND TRIED TO THINK OF A _____ TO CATCH SOME.

- *A. PLAN
- B. PLANE

1104135
1104135
1104135
1104135

MRS. GREEN WALKED TO THE STOVE AND PUT A ROAST IN THE _____.

- A. OVER
- *B. OVEN

1104136
1104136
1104136

DAFFY DUCK ASKED ALL _____ FRIENDS HE SAW TO COME TO HIS PARTY.

- *A. FOUR
- *B. FLOOR

1104137
1104137
1104137

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF WORD MEANING IN SENTENCE CONTEXT BY CHOOSING A DEFINITION FROM A LIST OF ALTERNATIVES. SENTENCES ARE BASED ON THE STORY *CITY MOUSE AND COUNTRY MOUSE.* 005

0475

DIRECTIONS - READ THE STATEMENT AND CHOOSE THE BEST DEFINITION FOR THE WORD OR WORDS SELECTED.

0354

THE COUNTRY MOUSE WANTED TO LEAVE AT ONCE.

7610

AT ONCE MEANS

7610

- A. SOON
- *B. RIGHT NOW
- C. LATER

7610

7610

7610

7610

HOW CLEVER YOU WERE, MY FRIEND, TO FIND THIS HOUSE TO LIVE IN.

7611

CLEVER MEANS

7611

- *A. SMART
- R. FUNNY
- C. FAST

7611

7611

7611

7611

IF YOU ARE SLOW, THE FIERCE CAT WILL GOBBLE YOU UP.

7612

GOBBLE MEANS

7612

- A. CATCH
- B. CHASE
- *C. EAT

7612

7612

7612

7612

THE COUNTRY MOUSE WAS SO FRIGHTENED THAT SHE COULD HARDLY STOP SHAKING.

7613

7613

FRIGHTENED MEANS

- A. HAPPY
- *B. SCARED
- C. EXCITED

7613
7613
7613
7613
7613

ALL OF A SUDDEN THE CITY MOUSE SAW TWO FIERCE GREEN EYES CLOSE BY.

7614
7614
7614
7614
7614
7614

FIERCE MEANS

- *A. ANGRY
- B. HUNGRY
- C. LARGE

7614
7614
7614
7614
7614

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE MEANING OF PHRASES IN A SPECIFIC CONTEXT BY IDENTIFYING THAT MEANING FROM A LIST OF CHOICES. THE PHRASES ARE BASED UPON THE STORY *FOREST FRIENDS.* %05m

0492

DIRECTIONS - READ THE FOLLOWING QUESTIONS TAKEN FROM *FOREST FRIENDS,* AND CHOOSE THE *BEST* ANSWER.

0366

WHEN THE DEER SAID, "WITH A BIRD WHO SQUAWKS LIKE YOU, I SHALL NEVER BE AFRAID," HE MEANT _____.

7696
7696
7696
7696
7696
7696

- A. THE CROW COULD TELL HIM WHAT TO DO IN CASE OF DANGER.
- *B. THE CROW WAS LOUD ENOUGH TO WARN HIM OF DANGER.
- C. THE CROW WOULD KEEP THE DEER SO BUSY BY TALKING THAT HE COULDN'T BE AFRAID.

WHEN THE CROW SAID TO THE DEER, "YOU ARE TOO QUICK OF FOOT TO BE CAUGHT LIKE THIS," HE MEANT _____.

7697
7697
7697
7697
7697

- A. THE DEER HAD HIS FOOT CAUGHT IN THE TRAP.
- B. IF THE DEER WOULD GET UP AND RUN FAST, HE COULD GET AWAY.
- *C. THE DEER WAS FAST ENOUGH THAT HE SHOULD HAVE GOTTEN AWAY.

WHAT DID THE CROW MEAN WHEN HE SAID, "FRIENDS MUST ALWAYS STICK TOGETHER."

7698
7698
7698
7698
7698

- *A. FRIENDS MUST ALWAYS BE THERE TO HELP ONE ANOTHER.
- B. FRIENDS ARE NICE TO HAVE WHEN YOU NEED HELP.
- C. FRIENDS MUST NOT GO ANYWHERE WITHOUT ONE ANOTHER.

WHY DID THE HUNTER SAY, "SOMETHING QUEER SURELY IS HAPPENING?"

7699
7699
7699
7699

- A. HE DIDN'T KNOW HOW A DEER COULD CUT THE ROPE.
- *B. HE DIDN'T UNDERSTAND HOW THE DEER AND THE TURTLE GOT AWAY.
- C. HE WANTED A DEER FOR DINNER, AND NOT A TURTLE.

WHY WAS THE HUNTER SO FRIGHTENED?

7700
7700
7700
7700

- *A. HE THOUGHT SOMETHING VERY STRANGE WAS HAPPENING.
- B. THE CROW SCARED THE HUNTER WHEN HE FLEW AT HIS FACE.
- *C. HE THOUGHT THERE WERE OTHER HUNTERS IN THE FOREST.

THE STUDENT WILL UNDERSTAND THE USE OF SPOKEN CONTEXT CLUES TO ANTICIPATE A SINGLE-WORD RESPONSE BY CHOOSING THE PICTURE THAT CORRECTLY COMPLETES A SENTENCE READ BY THE TEACHER. %13m

0124

LOOK AT THE FOUR PICTURES. I WILL READ A SENTENCE, BUT PART OF IT WILL BE MISSING. YOU MUST CHOOSE ONE OF THE FOUR PICTURES THAT WILL MAKE SENSE IN THE SENTENCE.

0108

WHEN TOM LOOKED UP, THERE IN THE SKY ABOVE HIM WAS A _____.

1100671
1100671
1100671
1100671
1100671

- A. PICTURE OF A BOAT
- *B. PICTURE OF A KITE
- C. PICTURE OF A TRAIN
- D. PICTURE OF A DOG

JIM AND DICK LIKE TO PLAY WITH A BALL AND _____.

1100672
1100672
1100672
1100672
1100672

- A. PICTURE OF A BUS
- B. PICTURE OF A JACKET
- *C. PICTURE OF A BASEBALL GLOVE
- D. PICTURE OF A CHAIR

SUSAN SAID, "COLD AIR IS BLOWING THROUGH THAT OPEN _____."

1100673
1100673
1100673
1100673
1100673

- *A. PICTURE WINDOW
- B. PICTURE OF A CUPBOARD
- C. PICTURE OF A SUITCASE
- D. PICTURE OF A JAR

IT WAS JOHN'S BIRTHDAY, AND HIS MOTHER INVITED MANY OF HIS FRIENDS TO COME TO A _____.

1100674
1100674
1100674
1100674
1100674
1100674

- A. PICTURE OF A CAR
- B. PICTURE OF A STORE
- C. PICTURE OF A GARAGE
- *D. PICTURE OF A PARTY

FOR HER SUMMER VACATION, MARY PACKED A _____ IN HER SUITCASE.

1100675
1100675
1100675
1100675
1100675

- A. PICTURES OF MITTENS
- B. PICTURE OF A WINTER COAT
- *C. PICTURE OF A SWIMMING SUIT
- D. PICTURE OF A SLED

JOHNNY RODE DOWN THE STREET ON HIS _____.

1100676
1100676
1100676
1100676
1100676

- *A. PICTURE OF A TRICYCLE
- B. PICTURE OF A CHICKEN
- C. PICTURE OF A RING
- D. PICTURE OF A PENCIL

MARY WENT WADING IN THE _____.

1100677
1100677
1100677
1100677
1100677

- A. PICTURE OF A HOUSE
- B. PICTURE OF A CAR
- C. PICTURE OF A WAGON
- *D. PICTURE OF A POOL

JANET WANTED TO DRAW A PICTURE, SO SHE GOT OUT HER _____.

1100678
1100678
1100678
1100678
1100678

- *A. PICTURE OF CRAYONS
- B. PICTURE OF A DOLL
- C. PICTURE OF A WAGON
- D. PICTURE OF A GLASS

ON HIS WAY TO SCHOOL, TERRY WILL HAVE TO CROSS THE _____.

1100679
1100679
1100679
1100679
1100679

- A. PICTURE OF A TREE
- B. PICTURE OF A BUS
- *C. PICTURE OF A STREET
- D. PICTURE OF A POLICEMAN

THE MOUSE RAN UNDER THE TABLE TO PICK UP SOME _____.

1100680
1100680

- A. PICTURE OF MARBLES

*B. PICTURE OF CHEESE	1100680
C. PICTURE OF PENCILS	1100680
D. PICTURE OF SHOES	1100680

IN TIM'S BACK YARD THERE IS A CAGE WITH A _____ IN IT.	1100681
A. PICTURE OF A FLAG	1100681
B. PICTURE OF A GIRAFFE	1100681
C. PICTURE OF A CHAIR	1100681
*D. PICTURE OF A RABBIT.	1100681

LAURIE CAME IN FROM PLAYING AND DISCOVERED THAT SHE HAD LOST THE _____ FROM HER FINGER.	1100682
A. PICTURE OF A ICE CREAM CONE	1100682
*B. PICTURE OF A RING	1100682
C. PICTURE OF A DOLL	1100682
D. PICTURE OF A BALL	1100682

THIS _____ LIKES TO MAKE PEOPLE LAUGH.	1100683
A. PICTURE OF A TABLE	1100683
B. PICTURE OF A SNAKE	1100683
C. PICTURE OF A BOX	1100683
*D. PICTURE OF A CLOWN	1100683

INTERPRETATION

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INTERPRET A PARAGRAPH BY SELECTING THE STATEMENT WHICH TELLS WHAT IS HAPPENING IN THE PARAGRAPH. %50	0388/
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"JILL, ARE YOU DRESSED YET?" CALLED JIM. "OH YOU ARE GOING TO BE THE FUNNIEST WITCH ON THE BLOCK TONIGHT. DON'T FORGET YOUR BAG. I CAN ALREADY TASTE THE CANDY AND APPLES." WHAT WERE JILL AND JIM GOING TO DO?	1104085
A. THEY WERE GOING TO SCHOOL.	1104085
*B. THEY WERE GOING TRICK OR TREATING.	1104085
C. THEY WERE GOING TO THE GROCERY STORE.	1104085

SALLY WAS STANDING BY THE FRONT DOOR. SHE HEARD A LOUD CRASH BELOW HER. SHE RAN TO SEE WHAT HAD MADE THE NOISE. WHAT DID SALLY DO?	1104086
A. SHE RAN OUTDOORS.	1104086
B. SHE RAN UPSTAIRS.	1104086
*C. SHE RAN TO THE BASEMENT.	1104086

TWENTY CHILDREN WERE PLAYING A GAME. MOST OF THEM WERE IN A CIRCLE. SOME WERE IN THE CENTER AND THE OTHER CHILDREN WERE THROWING BALLS AT THEM. WHAT WERE THE CHILDREN PLAYING?	1104087
A. THE CHILDREN WERE PLAYING SPID.	1104087
*B. THE CHILDREN WERE PLAYING DODGERALL.	1104087
C. THE CHILDREN WERE PLAYING FARMER IN THE DELL.	1104087

FIRST SALLY SMOOTHED THE SHEETS. AND THEN SHE PULLED UP THE BLANKETS AND PUT THE PILLOWS IN PLACE. THEN SHE PUT THE COVER ON.	1104088
	1104088

WHAT WAS SALLY DOING?

- *A. SALLY WAS MAKING A BED.
- B. SALLY WAS FIXING HER DOG'S BOX.
- C. SALLY WAS FOLDING LAUNDRY.

1104088
1104088
1104088
1104088

BUNNY AND PATTY WERE PLAYING IN THE PLAYGROUND. THERE WERE MANY THINGS TO PLAY ON. THEY CHOSE ONE OF THEM. FIRST BUNNY CLIMBED ON. AS SHE WENT DOWN, PATTY WENT UP. THEN PATTY WENT DOWN AS BUNNY CLIMBED UP. WHAT WERE BUNNY AND PATTY PLAYING ON?

- *A. THEY WERE PLAYING ON THE SEE-SAW.
- B. THEY WERE PLAYING ON THE SLIDE.
- C. THEY WERE PLAYING ON THE SWINGS.

1104089
1104089
1104089
1104089
1104089
1104089
1104089

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE POEM *SEEIN' THINGS* BY CHOOSING THE PARAPHRASE FOR A LINE WHICH BEST TRANSLATES ITS MEANING. %06

0452

DIRECTIONS - READ EACH LINE FROM THE POEM *SEEIN' THINGS.* SELECT THE LINE BELOW IT WHICH MEANS THE SAME THING.

0340

I AIN'T AFRAID UV SNAKES, OR TOADS, OR BUGS, OR WORMS, OR MICE.

A. THE BOY DOES NOT LIKE TO PLAY WITH SNAKES, TOADS, BUGS, WORMS, AND MICE.

*B. THE BOY IS NOT AFRAID OF SNAKES, TOADS, BUGS, WORMS, AND MICE.

C. THE BOY IS BRAVE BUT GIRLS ARE ALWAYS AFRAID OF EVERYTHING.

7477
7477
7477
7477
7477
7477

ONCE WHEN I LICKED A FELLER...

*A. ONCE WHEN I BEAT-UP A BOY

B. ONCE WHEN I HIT A MAN

C. ONCE WHEN I HAD A FIGHT WITH A GIRL

7478
7478
7478
7478

A-LOOKIN' AT ME CROSS-EYED AN' P'INTIN, AT ME - SOO

A. LOOKING CROSS-EYED AND PINCHING ME

B. LOOKING AT ME WITH FOUR EYES AND POINTING AT ME

*C. LOOKING CROSS-EYED AND POINTING AT ME

7479
7479
7479
7479

... I NEVER SLEP' A MITE--

*A. I DIDN'T SLEEP AT ALL.

B. I SLAPPED THE MONSTER.

C. I NEVER SLEPT WITH A MONSTER.

7480
7480
7480
7480

... WOULD COAX ME INTO SIN.

A. WOULD TALK TO ME ABOUT BEING BAD

*B. WOULD TRY TO GET ME TO BE BAD

C. WOULD TELL ME NOT TO BE BAD

7481
7481
7481
7481

I TRY TO SKWUSH THE TEMPTER'S VOICE ...

*A. I TRY NOT TO BE BAD.

B. I TRY TO KILL THE MONSTERS.

C. I TRY TO TELL OTHERS TO BE GOOD.

7482
7482
7482
7482

THE STUDENT WILL UNDERSTAND THE POEM *AMERICA* BY SELECTING FROM GIVEN CHOICES WHAT THE POET PROBABLY INTENDED CERTAIN PHRASES TO MEAN. %11

0650

DIRECTIONS - CHOOSE THE BEST ANSWER FOR WHAT THE POET MEANT BY A CERTAIN PHRASE.

0660

LAND WHERE MY FATHERS DIED,

9950

A. HIS FATHER DIED HERE.

9950

*B. PILGRIM FATHERS DIED HERE.

9950

C. ALL FATHERS DIED HERE.

9950

LAND OF THE PILGRIMS PRIDE,

9951

*A. THE PILGRIMS WERE PROUD OF THIS LAND.

9951

B. WE ARE PROUD OF THE PILGRIMS.

9951

C. EVERYONE TAKES PRIDE IN THE LAND.

9951

FROM EVERY MOUNTAIN SIDE

9952

LET FREEDOM RING.

9952

A. A BELL RINGS FROM THE MOUNTAIN SIDE.

9952

B. THE MOUNTAINS IN THIS COUNTRY ARE FREE.

9952

*C. TELL EVERYONE THAT THE COUNTRY IS FREE.

9952

MY NATIVE COUNTRY, THEE,

9953

*A. COUNTRY WHERE HE WAS BORN

9953

B. A COUNTRY WITH MANY NATIVES

9953

C. HIS COUNTRY HAS MANY NATIVES

9953

LAND OF THE NOBLE FREE--

9954

A. LAND WHERE NOBLES ARE FREE

9954

*B. LAND FREE FROM RULERS

9954

C. LAND WHERE NOBLES PAY NOTHING

9954

THEY NAME I LOVE,

9955

A. HE LOVES THE NAME AMERICA.

9955

*B. HE LOVES THE FREEDOM OF AMERICA.

9955

C. HE LOVES HIS NAME.

9955

I LOVE THE ROCKS AND RILLS,

9956

THE WOODS AND TEMPLED HILLS,

9956

MY HEART WITH RAPTURE THRILLS

9956

LIKE THAT ABOVE.

9956

*A. HE SINGS TO THE HEAVENS WITH PRAISE OF THE LAND.

9956

B. HE LOVES NATURE SO MUCH THAT HE IS THRILLED.

9956

C. HIS HEART SINGS ABOUT NATURE TO THE ANGELS.

9956

LET MUSIC SWELL THE BREEZE,

9957

AND RING FROM ALL THE TREES

9957

SWEET FREEDOM'S SONG,

9957

A. LET BELLS AND MUSIC RING FROM ALL THE TREES.

9957

B. LET LOUD MUSIC BE HEARD OUTSIDE.

9957

*C. LET THE SONG OF FREEDOM BE HEARD ALL OVER.

9957

LET MORTAL TONGUES AWAKE,

9958

LET ALL THAT BREATHE PARTAKE,

9958

LET ROCKS THEIR SILENCE BREAK--

9958

THE SOUND PROLONG.

9958

*A. EVERYTHING WILL SING OUT ABOUT AMERICA.

9958

B. EVERYTHING WILL WAKE UP FROM A SLEEP.

9958

C. EVERYTHING WILL BE VERY NOISY.

9958

OUR FATHERS GOD, TO THEE,

9959

AUTHOR OF LIBERTY,

9959

TO THEE WE SING.

9959

- | | |
|-------------------------------------|------|
| A. HE IS SINGING TO AN AUTHOR. | 9959 |
| *B. HE IS THANKING GOD FOR AMERICA. | 9959 |
| C. GOD IS THE FATHER OF EVERYONE. | 9959 |

- | | |
|---|------|
| LONG MAY OUR LAND BE BRIGHT | 9960 |
| WITH FREEDOM'S HOLY LIGHT, | 9960 |
| PROTECT US BY THY MIGHT, | 9960 |
| GREAT GOD, OUR KING. | 9960 |
| A. HE LIKES THE LAND TO BE BRIGHT AND LIGHT. | 9960 |
| B. GOD IS OUR KING AND HAS A HOLY LIGHT. | 9960 |
| *C. HE IS ASKING GOD'S PROTECTION TO KEEP AMERICA FREE. | 9960 |

DIALECT

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO TRANSLATE DIALECT FROM THE POEM *SEEIN' THINGS* BY SELECTING THE EVERYDAY WORD OR PHRASE WHICH BEST MATCHES ITS MEANING. #08	0453
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DIRECTIONS - CHOOSE THE WORD THAT MEANS THE SAME AS THE WORD GIVEN IN A SENTENCE FROM THE POEM *SEEIN' THINGS.*	0341
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- | | |
|-------------------------------|------|
| I *AIN'T* AFEARD UV SNAKES... | 7483 |
| *AIN'T* MEANS | 7483 |
| A. AM | 7483 |
| *B. AM NOT | 7483 |
| C. ARE | 7483 |

- | | |
|-------------------------------|------|
| I AIN'T AFEARD *UV* SNAKES... | 7484 |
| *UV* MEANS | 7484 |
| *A. OF | 7484 |
| B. US | 7484 |
| C. OF THOSE | 7484 |

- | | |
|--------------------------|------|
| AN' THINGS *AT* GIRLS... | 7485 |
| *AT* MEANS | 7485 |
| A. THOSE | 7485 |
| B. ATE | 7485 |
| *C. THAT | 7485 |

- | | |
|----------------------------------|------|
| ...*AN* YET I HATE TO GO TO BED. | 7486 |
| *AN* MEANS | 7486 |
| A. BECAUSE | 7486 |
| B. ALWAYS | 7486 |
| *C. AND | 7486 |

- | | |
|--------------------------|------|
| ...I *WUZ* SO SKEERED... | 7487 |
| *WUZ* MEANS | 7487 |
| A. WERE | 7487 |
| *B. WAS | 7487 |
| C. WASN'T | 7487 |

- | | |
|-------------------------------------|------|
| ITS ALMOST *ALLUZ* WHEN I AM BAD... | 7488 |
| *ALLUZ* MEANS | 7488 |

*A. ALWAYS	7488
B. NEVER	7488
C. AFTER	7488
...BUT I DO NOT PASS MY PLATE *F ² R* THEM THINGS TWICE.	7489
F ² R MEANS	7489
A. FUR	7489
*B. FOR	7489
C. FRONT	7489
THAN I SHOULD KEEP *A-LIVIN* ON...	7490
*A. LIVING	7490
B. ALIVE	7490
C. SEEING	7490

THE STUDENT CAN COMPREHEND THE USE AND MEANING OF DIALECT IN THE POEM *LITTLE ORPHANT ANNIE* BY SELECTING THE MEANING OF PHRASES FROM A GIVEN LIST. %10 0509

DIRECTIONS - READ THE FOLLOWING SELECTIONS FROM *LITTLE ORPHANT ANNIE* AND CHOOSE THE ANSWER THAT COMPLETES THE SENTENCE. 0386

AN SHOO THE CHICKENS OFF THE PORCH, AN DUST THE HEARTH AND SWEEP. 7810

ANNIE IS GOING TO _____ 7810
 A. FIND SOMETHING TO PUT ON THE CHICKENS' FEET BEFORE SHE DUSTS AND SWEEPS. 7810
 *B. CHASE THE CHICKENS AWAY, AND THEN DUST AND SWEEP 7810
 C. CLEAN THE HOUSE BEFORE SHE BEGINS TO TELL TALES 7810

AN² MAKE THE FIR, AN BAKE THE BREAD, AN EARN HER BOARD AND KEEP. 7811

ANNIE WILL _____ 7811
 *A. WORK AT THE HOUSE TO BE ALLOWED TO EAT AND SLEEP THERE 7811
 B. BE ALLOWED TO KEEP ONE OF THE BOARDS FROM THE FIRE 7811
 C. GET THE WORK FINISHED SO THEY HAVE TIME FOR WITCH TALES 7811

HIS MAMMY HEERD HIM HOLLER AN² HIS DADDY HEERD HIM BAWLO HEERD MEANS _____ 7812

A. MADE HIM 7812
 B. LISTENED TO 7812
 *C. HEARD 7812

AN WHEN THEY TURNED THE KIVVERS DOWN, HE WASN'T THERE AT ALL. 7813
 -KIVVERS MEANS _____ 7813

A. SHIVERS 7813
 B. SHADES 7813
 *C. BLANKETS 7813

BUT ALL THEY EVER FOUND WAS THIST HIS PANTS AN² ROUND ABOUTO 7814

THIST MEANS _____ 7814
 A. THIS 7814
 *B. JUST 7814
 C. THESE 7814

N ONE TIME A LITTLE GIRL UD ALLUS LAUGH AN GRIN 7815

UD ALLUS MEANS _____.

- *A. WOULD ALWAYS
- B. SHOULD ALL
- C. SHE' ALL US

7815
7815
7815
7815
7815

THEY SNATCHED HER THROUGH THE CEILIN 'FORE SHE KNOWED WHAT SHES ABOUTO

7816
7816

'FORE MEANS _____.

- A. WHEREFORE
- *B. BEFORE
- C. THERE

7816
7816
7816
7816
7816

AN HE'P THE PORE AN NEEDY ONES 'AT CLUSTERS ALL ABOUT

7817

HE'P MEANS _____.

- A. HEAP
- B. HEP
- *C. HELP

7817
7817
7817
7817
7817

'AT MEANS _____.

- *A. THAT
- B. HAT

7818
7818
7818

A-LIST'NIN TO THE WITCH TALES AT ANNIE TELLS ABOUT,

7819

A-LIST'NIN MEANS _____.

- A. LISTING
- *B. A LISTENING
- C. A LISTEN

7819
7819
7819
7819
7819

THOUGHT UNITS

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF GROUPING WORDS INTO THOUGHT UNITS FOR READING ORALLY BY SELECTING THE CORRECT GROUPING FROM INCORRECT FORMS. %10

0053

CHOOSE THE BEST WAY TO FORM GROUPS OF WORDS FOR EASY READING OUT LOUD.

0056

- A. TED PASSED THE-----DISH OF-----CHICKEN-----TO MEG.
- B. TED PASSED THE DISH OF-----CHICKEN TO MEG.
- C. TED PASSED-----THE DISH-----OF-----CHICKEN TO MEG.
- *D. TED PASSED-----THE DISH OF CHICKEN-----TO MEG.

1100183
1100183
1100183
1100183

THE STUDENT WILL DEMONSTRATE AN ABILITY TO COMPREHEND THE MEANING OF OPPOSITES BY INDICATING WHICH ONE OF TWO PICTURES ILLUSTRATES THE OPPOSITE OF A KEY PICTURE WHEN THE TEACHER NAMES THE KEY WORD. %80

0234

LOOK AT THE TURTLE IN THE BEGINNING OF THE FIRST ROW. FIND THE PICTURE THAT SHOWS THE *OPPOSITE* OF SLOW IN THE FIRST ROW AND PUT A LINE UNDER IT. PICTURE OF A TURTLE--SLOW

*A. PICTURE OF A JET--FAST

*B. PICTURE OF A MOUNTAIN CLIMBER--SLOW

1102215
1102215
1102215
1102215
1102215

LOOK AT THE EMPTY JAR IN ROW 2. FIND THE PICTURE THAT SHOWS THE *OPPOSITE* OF EMPTY AND PUT A LINE UNDER IT. PICTURE OF AN EMPTY JAR--EMPTY

*A. PICTURE OF A FULL GLASS OF WATER--FULL

*B. PICTURE OF AN EMPTY GLASS--EMPTY

1102216
1102216
1102216
1102216
1102216

NOW LOOK AT THE TALL GIRAFFE. FIND THE PICTURE THAT SHOWS THE *OPPOSITE* OF TALL AND PUT A LINE UNDER IT. PICTURE OF A GIRAFFE--TALL

*A. PICTURE OF A TALL MAN--TALL

*B. PICTURE OF A SHORT BOY--SHORT

1102217
1102217
1102217
1102217
1102217

IN THE NEXT ROW WHERE THE BAG OF POTATOES IS FIND THE OBJECT THAT IS THE *OPPOSITE* OF HEAVY AND PUT A LINE UNDER IT. PICTURE OF A BAG OF POTATOES--HEAVY

*A. PICTURE OF A FEATHER IN HAND--LIGHT

*B. PICTURE OF A WATERMELON ON A DIFFERENT KIND OF SCALE--HEAVY

1102218
1102218
1102218
1102218
1102218

IN ROW 5 WHERE THE OLD MAN IS FIND THE *OPPOSITE* OF OLD AND PUT A LINE UNDER IT. PICTURE OF AN OLD MAN--OLD

*A. PICTURE OF AN OLD MARF--OLD

*B. PICTURE OF A YOUNG COLT--YOUNG

1102219
1102219
1102219
1102219

IN ROW 6 FIND THE *OPPOSITE* OF ON AND UNDERLINE IT. PICTURE OF A CHILD WITH MITTENS ON--ON

*A. PICTURE OF A CHILD WITH SHOES OFF--OFF

*B. PICTURE OF A CHILD WITH SHOES ON--ON

1102220
1102220
1102220
1102220

IN ROW 7 FIND THE *OPPOSITE* OF STOP AND UNDERLINE IT. PICTURE OF A CAR STOPPED AT A CROSSWALK BECAUSE OF A STOP SIGN--STOP

*A. PICTURE OF CHILDREN STOPPED AT A CORNER WITH A RED LIGHT--STOP

*B. PICTURE OF CHILDREN WALKING ACROSS THE STREET WHERE THE LIGHT IS GREEN--GO

1102221
1102221
1102221
1102221
1102221
1102221

IN ROW 8 FIND THE *OPPOSITE* OF HOT AND UNDERLINE IT. PICTURE OF STEAMING HOT COFFEE--HOT

*A. PICTURE OF STEAMING BOWL OF SOUP--HOT

*B. PICTURE OF A DISH OF ICE CREAM--COLD

1102222
1102222
1102222
1102222

THE STUDENT WILL UNDERSTAND THE TERMS UNDER, BELOW, AT THE BOTTOM, OVER, ABOVE, AND AT THE TOP BY CHOOSING A PICTURE OR PICTURES FROM AMONG THREE, WHEN GIVEN THE ORAL DIRECTIONS, OF AN OBJECT OR OBJECTS LOCATED IN ONE OF THESE POSITIONS. %12

0233

PUT YOUR FINGER ON THE FIRST BOX. IN THE UPPER LEFT-HAND CORNER OF THE PAGE. CHECK TO SEE THAT ALL PUPILS ARE STARTING IN THE BOX.

0210

PUT A CIRCLE AROUND THE PICTURE AT THE TOP OF THAT BOX.

1102203

NECKLACE SWING RING
A. SWING

1102203
1102203
1102203

PUT YOUR FINGER ON THE SECOND BOX WHERE THE SAILBOAT IS. CIRCLE THE THING BELOW THE SAILBOAT.

1102204
1102204
1102204
1102204
1102204
1102204
1102204
1102204

GHOST
SAILBOAT
HOUSE
A. HOUSE

IN BOX NUMBER 3 CIRCLE THE THINGS AT THE BOTTOM OF THE BOX.

1102205
1102205
1102205
1102205
1102205

MOUSE
BED COOK
A. BED AND COOK

IN BOX NUMBER 4, CIRCLE THE THING UNDER THE GLASS.

1102206
1102206
1102206
1102206
1102206
1102206

TURTLE
GLASS
FEATHER
A. FEATHER

IN BOX NUMBER 5, CIRCLE THE THING OVER THE BOOK.

1102207
1102207
1102207
1102207
1102207
1102207

LEAF
BOOK
BUG
A. LEAF

IN BOX NUMBER 6, CIRCLE THE THING ABOVE THE CLOWN.
WATERMELON

1102208
1102208
1102208
1102208
1102208

CLOWN
DOG
A. WATERMELON

IN THE BOX NUMBER 7, CIRCLE THE THING UNDER THE DOLL.

1102209
1102209
1102209
1102209
1102209
1102209

SNOWMAN
DOLL
BROOM
A. BROOM

IN BOX 8, CIRCLE THE THING OVER THE AIRPLANE.

1102210
1102210
1102210
1102210
1102210
1102210

CLOCK
AIRPLANE
LAWNMOWER
A. CLOCK

IN BOX 9, CIRCLE THE THING BELOW THE BUILDING.

1102211
1102211
1102211
1102211
1102211
1102211

OWL
BUILDING
CRICKET
A. CRICKET

IN BOX 10, CIRCLE THE THING AT THE BOTTOM OF THE BOX.

1102212
1102212

ROOSTER
BFF
HORN
A. HORN

1102212
1102212
1102212
1102212

IN BOX 11, CIRCLE THE THING ABOVE THE SHEEP.

CAKE
SHEEP
COOKIE
A. CAKE

1102213
1102213
1102213
1102213
1102213
1102213

IN BOX 12, CIRCLE THE THING AT THE TOP OF THE BOX.

SQUIRREL
TIRE
FROG
A. SQUIRREL

1102214
1102214
1102214
1102214
1102214
1102214

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE TERMS *UP*,
DOWN, *LEFT*, AND *RIGHT* BY SELECTING THE WORD WHICH NAMES THE
DIRECTION SHOWN IN A GIVEN PICTURE. #04#

0839

DIRECTIONS-- LOOK CAREFULLY AT EACH PICTURE. CHOOSE THE WORD
WHICH TELLS WHAT DIRECTION THE PICTURE IS GOING.

0845

PICTURE OF BOY COMING DOWN STAIRS.

A. UP
*B. DOWN
C. LEFT
D. RIGHT

1105825
1105825
1105825
1105825
1105825

PICTURE OF CAR GOING LEFT.

A. UP
B. DOWN
*C. LEFT
D. RIGHT

1105826
1105826
1105826
1105826
1105826

PICTURE OF PLANE GOING UP

*A. UP
B. DOWN
C. LEFT
D. RIGHT

1105827
1105827
1105827
1105827
1105827

PICTURE OF TRUCK GOING RIGHT

A. UP
B. DOWN
C. LEFT
*D. RIGHT

1105828
1105828
1105828
1105828
1105828

CRITICAL THINKING

CENTRAL ISSUE

THE STUDENT WILL RECOGNIZE THE MAIN IDEA OF A STORY BY SELECTING THE MOST APPROPRIATE TITLE FOR A GIVEN STORY FROM A LIST OF TITLES. 77 □

0150

SQUEAKY THE MOUSE HAD A NICE WARM, SNUG HOLE IN THE GROUND. ONE DAY HE WOKE UP TO FIND WATER POURING THROUGH HIS HOLE. HE LOOKED OUT TO SEE THE RIVER RUSHING PAST HIM. "IT'S TIME TO SWIM ON BEFORE I'M FLOODED OUT," SAID SQUEAKY, AND THAT IS JUST WHAT HE DID.

1101095
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1101095

SELECT THE TITLE YOU FEEL BEST FITS THE STORY.

- *A. SQUEAKY AND THE FLOOD
- B. SQUEAKY IN THE SUN
- C. SQUEAKY THE MOUSE

SALLY WANTED TO PLAY IN THE YARD, BUT IT WAS RAINING. I WILL HAVE TO FIND SOMETHING TO DO HERE IN THE HOUSE SHE THOUGHT. SHE LOOKED AT THE JUMPROPE, BUT THAT WAS NOT FOR INSIDE. SHE LOOKED AT THE LARGE BALLS IN THE TOYBOX. THEY WERE NOT FOR INDOORS EITHER. THEN SHE HEARD THE VOICE OF UNCLE HAPPY ON T.V. AND KNEW WHAT SHE WOULD DO. SHE SAT DOWN AND WATCHED THE WHOLE SHOW.

1104068
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1104068

A. WATCHING T.V.

*B. FINDING SOMETHING TO DO ON A RAINY DAY

C. A RAINY DAY

MANY ELEPHANTS ARE USED FOR WORK. SOME ARE USED IN LUMBER YARDS. THEY PUSH, PULL AND LIFT VERY HEAVY LOGS. CIRCUS ELEPHANTS HELP PULL AND LIFT POLES FOR THE LARGE TENTS. SOME ELEPHANTS ARE USED FOR WORK IN THICK WOODS WHERE TRUCKS ARE NOT ABLE TO GO.

1104069
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1104069

*A. ELEPHANTS DO WORK

B. CIRCUS ELEPHANTS

C. ELEPHANTS IN THE FOREST

TIM WAS SAD. IT WAS HIS BIRTHDAY AND NOT ONE PERSON HAD WISHED HIM A HAPPY BIRTHDAY AT BREAKFAST. NOW IT WAS TIME FOR LUNCH AND HE WAS SO UNHAPPY HE DID NOT EVEN WANT TO EAT. HE SAT DOWN AT THE TABLE WITHOUT LOOKING UP. JUST THEN EVERYONE YELLED SURPRISE AND MOTHER WALKED IN WITH THE BIGGEST BIRTHDAY CAKE HE HAD EVER SEEN.

1104070
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1104070

*A. THE BIRTHDAY SURPRISE

B. A NOISY LUNCH

C. MOTHER BAKES A CAKE

EVERYONE WAS VERY EXCITED. THIS WAS THE DAY THEY HAD WAITED FOR. WOULD IT GO AS PLANNED? THE PEOPLE COULD HARDLY WAIT TO SEE. ALL OF THE MEN WERE BUSY MAKING FINAL CHECKS. EVERYTHING WAS WORKING WELL. IT WAS TIME FOR THE COUNTDOWN. 10-9-8-7-6-5-4-3-2-1 BLAST-OFF-THE LARGE RED ROCKET LIFTED OFF THE PAD AND STARTED INTO SPACE. ALL THE PEOPLE WATCHING HAD BIG SMILES ON THEIR FACES.

1104071
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1104071

*A. THE BLAST-OFF

B. THE RED ROCKET

C. HAPPY PEOPLE

MARY JANE AND HER MOTHER WERE SHOPPING IN THE SHOE STORE. THEY WERE LOOKING AT NEW SHOES FOR MARY JANE. FIRST THE SALESMAN SHOWED HER A PAIR OF WHITE SHOES, BUT SHE DID NOT LIKE THEM. THEN

1104072
1104072
1104072

IT TRIED ON A PAIR OF BLACK SHOES, BUT THEY WERE TOO BIG.
FINALLY SHE CHOSE A PAIR OF PRETTY RED SHOES THAT FIT JUST RIGHT.

1104072
1104072
1104072
1104072
1104072

A. MARY JANE GOES WITH MOTHER

*B. BUYING NEW SHOES

C. SHOES

AFTER BUYING THE GOLDFISH, BILL HURRIED HOME TO PUT THEM IN HIS
NEW BOWL. HE WASHED THE BOWL WELL, AND THEN HE PUT SAND AND
SHELLS ON THE BOTTOM. FINALLY HE ADDED THE WATER AND FISH. THEN
BILL CAREFULLY PLACED THE BOWL ON A TABLE AND WATCHED HIS NEW
FISH SWIM.

1104073
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1104073
1104073
1104073
1104073

A. BILL HURRIES HOME

*B. BILL FIXES THE GOLDFISH BOWL

C. BILL WATCHES FISH

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE STORY *CITY
MOUSE AND COUNTRY MOUSE* BY SELECTING THE MAIN IDEA FROM A GIVEN
LIST. %01

0473

DIRECTIONS - CHOOSE THE ANSWER WHICH IS THE MAIN IDEA OF THE
STORY *CITY MOUSE AND COUNTRY MOUSE.*

THE MAIN IDEA IS _____.

7604

A. MICE LIKE CAKE, PIE AND CREAM PUFFS

7604

*B. FINE FOOD IS NOT EVERYTHING IN LIFE

7604

C. THE OLD CAT LIKED THE LITTLE MICE

7604

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE STORY *A
CLEVER FOX* BY CHOOSING THE MAIN IDEA FROM A GIVEN LIST. %01

0482

DIRECTIONS - SELECT THE STATEMENT WHICH *BEST* TELLS THE MAIN
IDEA IN THE STORY *A CLEVER FOX.*

0358

A. THE FOX WAS MORE CLEVER THAN THE PEOPLE.

7639

*B. THE FOX WAS CLEVER BUT SOMEONE WAS MORE CLEVER.

7639

C. BOTH THE OLD AND THE YOUNG WERE FOOLED.

7639

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO LOCATE THE MAIN IDEA
BY SELECTING IT AFTER READING A GIVEN PARAGRAPH FROM *FOREST
FRIENDS.* %01

0493

DIRECTIONS - READ THE PARAGRAPHS BELOW, AND CHOOSE THE MAIN IDEA
CONTAINED IN THE PARAGRAPHS FROM *FOREST FRIENDS.*

0367

THE DEER SAID, "OH, HOW USEFUL IT IS TO HAVE GOOD FRIENDS
THAT HUNTER WOULD SURELY HAVE KILLED ME IF I HAD NOT HAD SUCH
GOOD FIRENDS."

7701

7701

7701

"YOU ARE RIGHT, DEER," SAID THE TURTLE. "I'M SURE I WOULD HAVE
BEEN KILLED AND EATEN IF MY FRIENDS HAD NOT SAVED ME."

7701

7701

7701

A. THE DEER AND THE TURTLE ARE GOOD FRIENDS.

7701

*B. THE DEER AND THE TURTLE ARE THANKFUL FOR FRIENDS.

7701

THE HUNTER COULDN'T CATCH THE DEER AND THE TURTLE.

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE STORY *GRAY OWL AND THE RABBITS* BY SELECTING THE MAIN IDEA FROM GIVEN CHOICES. %01# 0513

DIRECTIONS - CIRCLE THE LETTER OF THE STATEMENT WHICH BEST TELLS THE MAIN IDEA OF THE STORY *GRAY OWL AND THE RABBITS.* 0387

THE MAIN IDEA IS _____ 7829

A. FOOD IS DIFFICULT TO FIND IN THE WINTER FOREST 7829

*B. THE OWL DESERVED TO LOSE HIS DINNER BECAUSE HE WAS GREEDY 7829

C. THE RABBITS WERE SMALL BUT SMARTER THAN THE OWL 7829

THE STUDENT WILL ANALYZE THE MAIN IDEA OF THE STORY *LAND HOO* BY READING SIMILAR SELECTIONS AND CHOOSING THE SELECTION WITH THE SAME MAIN IDEA. %01# 0654

DIRECTIONS - READ THE THREE SELECTIONS BELOW AND CHOOSE THE ONE WITH THE SAME MAIN IDEA AS *LAND HOO* 0664

A. LINDA WAS HELPING HER MOTHER BAKE COOKIES. SHE WANTED THEM TO BE EXTRA SPECIAL SO SHE COULD TAKE THEM TO THE CHRISTMAS PARTY. 9982

JUST AS THE LAST GINGERBREAD BOY WAS FROSTED, LINDA'S LITTLE BROTHER, TOMMY, CAME RUNNING INTO THE KITCHEN. BEFORE ANYONE COULD STOP HIM, HE JERKED THE TABLECLOTH AND THE COOKIES STARTED SLIDING TO THE FLOOR. 9982

QUICK AS COULD BE, MOTHER GRABBED THE END OF THE CLOTH AND CAUGHT THE COOKIES BEFORE THEY REACHED THE GROUND. 9982

"OH, THANK YOU, MOTHER!" EXCLAIMED LINDA. "WE WOULDN'T HAVE HAD TIME TO BAKE ANYMORE COOKIES AND I WOULDN'T HAVE HAD ANY TO TAKE TO THE PARTY." 9982

B. THE MOTION OF THE MOVING CAR SEEMED TO MAKE DAVID VERY SLEEPY. SUDDENLY HE WAS ON A SPACESHIP WITH HIS FRIEND MARK. THEY WERE GOING UP, HIGHER AND HIGHER. 9982

WITH A CRASH, THE SHIP LANDED. THE BOYS PICKED THEMSELVES UP OFF THE FLOOR OF THE SHIP AND PEERED OUT THE WINDOW. MUCH TO THEIR SURPRISE, THEY WERE LOOKING AT A VERY UNFAMILIAR PLACE. 9982

AS THEY TRIED TO CLIMB OUT OF THE SHIP, THEY WENT TUMBLING TO THE GROUND. "MY LEGS! I CAN'T WALK!" THEY BOTH EXCLAIMED. 9982

"DAVID, DAVID, GET UP OFF THE FLOOR OF THE CAR!" SHOUTED MOTHER. "YOU MUST HAVE HAD SOME DREAM." 9982

*C. IT SEEMED AS IF THE LUXTONS HAD BEEN DRIVING ACROSS THE HOT DESERT FOR DAYS. GRANDMOTHER LIVED IN NEW MEXICO WHICH WAS A LONG WAY FROM CHICAGO. THE CHILDREN WERE VERY RESTLESS. FINALLY MOTHER HAD AN IDEA. THE CHILD WHO CAN SEE GRANDMOTHER'S HOUSE FIRST WILL GET THE BIGGEST ICE CREAM CONE. 9982

THE CHILDREN WATCHED FOR FAMILIAR SIGNS AND LANDMARKS EAGERLY. 9982

AT LAST, LITTLE JOHNNY SAID. "I SEE IT. I SEE IT!" 9982

EVERYONE LAUGHED. THE LITTLEST ONE WILL GET THE BIGGEST ICE CREAM CONE. 9982
9982

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE MAIN IDEA OF THE POEM *LITTLE ORPHANT ANNIE* BY SELECTING AN APPROPRIATE ALTERNATIVE TITLE FROM A GIVEN LIST OF SUGGESTIONS. %10 0510

WHICH OF THE FOLLOWING WOULD BE ANOTHER GOOD TITLE FOR THE POEM *LITTLE ORPHANT ANNIE* CHOOSE THE BEST ONE FROM THE LIST BELOW. 5687
5687

- A. NEW GIRL AT HOME 5687
- B. SPOOKY STORIES 5687
- C. BEHAVE OR WATCH OUT 5687

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF A STORY BY SELECTING AN APPROPRIATE ALTERNATE TITLE FROM A GIVEN LIST. BASED ON THE STORY *THE HARE AND THE HEDGEHOG*. %10 0401

DIRECTIONS - AFTER READING THE STORY *THE HARE AND THE HEDGEHOG* SELECT ANOTHER GOOD TITLE FOR THIS STORY. CHOOSE THE BEST ONE FROM THE LIST BELOW. 0324

- THE BEST TITLE FOR THE STORY *THE HARE AND THE HEDGEHOG* WOULD BE 7308
- A. *THE HEDGEHOG WINS THE RACE * 7308
 - B. *THE TURNIP PATCH * 7308
 - *C. *THE CLEVER HEDGEHOG * 7308

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF A STORY BY CHOOSING AN APPROPRIATE ALTERNATE TITLE FROM A GIVEN LIST. BASED ON THE STORY *THE BIG WHISTLE.* %010 0417

DIRECTIONS - THINK ABOUT THE STORY *THE BIG WHISTLE.* CHOOSE ANOTHER TITLE FOR THIS STORY. CHOOSE THE *BEST* ONE FROM THE LIST BELOW. 0329

- *A. *BIG TOOT'S SURPRISE* 7350
- B. *A DAY IN THE PARK* 7350
- C. *THE FIREWORK SHOW* 7350

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF A STORY BY SELECTING AN APPROPRIATE ALTERNATE TITLE FROM A GIVEN LIST. BASED ON THE STORY *THE LITTLE GRAY TRUCK*. %10 0425

DIRECTIONS - AFTER READING THE STORY *THE LITTLE GRAY TRUCK* CIRCLE THE LETTER IN FRONT OF ANOTHER GOOD TITLE FOR THIS STORY. CHOOSE THE *BEST* ONE FROM THE LIST BELOW. 0331

- A. *THE USED-CAR LOT* 7368
- B. *MRS. FLOWER TAKES A RIDE* 7368

*C. *A SPEEDY LITTLE TRUCK*

7363

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF A STORY BY CHOOSING AN APPROPRIATE ALTERNATE TITLE FOR *THE TURTLE WHO TALKED TOO MUCH.* %01□

0445

DIRECTIONS - THINK ABOUT THE STORY *THE TURTLE WHO TALKED TOO MUCH.* CIRCLE THE LETTER IN FRONT OF ANOTHER TITLE FOR THIS STORY. CHOOSE THE *BEST* FROM THE LIST BELOW.

0336

- A. *THE GEESE GO SOUTH*
- B. *THE BIG SPLASH*
- *C. *THE UNHAPPY TURTLE*

7455

7455

7455

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE POEM *SEEIN' THINGS* BY CHOOSING AN APPROPRIATE ALTERNATE TITLE FROM A GIVEN LIST. %01□

0454

DIRECTIONS - THINK ABOUT THE POEM *SEEIN' THINGS.* CHOOSE ANOTHER TITLE FOR THIS POEM. CHOOSE THE *BEST* ONE FROM THE LIST BELOW.

0342

- A. *ONE NIGHT IN BED*
- B. *AFTER I'VE BEEN BAD*
- *C. *SPOOKS AND THINGS*

7491

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REAL - MAKE BELIEVE

GIVEN A POEM THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DIFFERENTIATE BETWEEN A REAL AND A MAKE-BELIEVE THEME BY CHOOSING WHETHER IT IS REAL OR MAKE-BELIEVE.

0439

DIRECTIONS - READ THE POEMS BELOW CAREFULLY. IF THEY ARE TALKING ABOUT SOMETHING REAL, CHOOSE *A*. IF THEY ARE TALKING ABOUT SOMETHING MAKE-BELIEVE, CHOOSE *B*.

0335

HFY, DIDDLE, DIDDLEO
THE CAT AND THE FIDDLE,
THE COW JUMPED OVER THE MOON

7433

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- A. REAL
- *B. MAKE-BELIVE

I OFTEN SIT AND WISH THAT I
COULD BE A KITE UP IN THE SKY,
AND RIDE UPON THE BREEZE AND GO
WHICHEVER WAY I CHANCED TO BLOW.

7434

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*A. REAL
B. MAKE-BELIEVE

THE BEST GAME THE FAIRIES PLAY,
THE BEST GAME OF ALL,
IS SLIDING DOWN STEEPLES
%YOU KNOW THEY ARE VERY TALL%

A. REAL
*B. MAKE-BELIEVE

A GORLIN LIVES IN OUR HOUSE, IN OUR HOUSE, IN OUR HOUSE,
A GORLIN LIVES IN OUR HOUSE
ALL THE YEAR ROUND ...

A. REAL
*B. MAKE-BELIEVE

RAIN ON THE GREEN GRASS,
AND RAIN ON THE TREE,
AND RAIN ON THE HOUSE-TOP,
BUT NOT UPON ME

*A. REAL
B. MAKE-BELIEVE

THE MAID WAS IN THE GARDEN,
HANGING OUT THE CLOTHES,
WHEN DOWN CAME A BLACKBIRD
AND SNAPPED OFF HER NOSE.

A. REAL
*B. MAKE-BELIEVE

I SAW A LITTLE SQUIRREL,
SITTING IN A TREE.
HE WAS EATING A NUT
AND WOULDN'T LOOK AT ME.

*A. REAL
B. MAKE-BELIEVE

I HAVE NEW SHOES IN THE FALL-TIME
AND NEW ONES IN THE SPRING.
WHENEVER I WEAR MY NEW SHOES
I ALWAYS HAVE TO SING

*A. REAL
B. MAKE-BELIEVE

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DIFFERENTIATE BETWEEN
A REAL AND A MAKE-BELIEVE STATEMENT BY SELECTING THE STATEMENT
WHICH IS EXAGGERATED FROM A LIST OF CHOICES. %06%

DIRECTIONS - CHOOSE THE STATEMENT WHICH IS MAKE BELIEVE.

A. A MAN WAS EATING DINNER IN THE BACKYARD.
A COW WAS EATING CUPCAKES FROM A TREE.

0411

0328

7330
7330

- C. A PIG WAS DIGGING IN THE MUD INSIDE HIS PEN. 7330
- *A. A BABY MET A MAN WHO WAS NO BIGGER THAN HIS THUMB. 7331
- B. A HORSE WAS GALLOPING DOWN THE STREET CHEWING ON AN APPLE. 7331
- C. A SPIDER WAS SPINNING A WEB IN ORDER TO CATCH HIS DINNER. 7331
- A. THE FAMILY TOOK A HIKE THROUGH THE WOODS AFTER THEIR PICNIC. 7332
- B. A LITTLE GIRL SCREAMED WITH JOY AS SHE TORE OPEN HER PRESENT. 7332
- *C. A YOUNG BOY BLASTED OFF IN A ROCKET TO TAKE A TRIP TO MARS. 7332
- *A. THE FATHER SNAKE STOPPED TO ASK A BEAR HOW TO GET TO THE OCEAN. 7333
- B. A RABY KANGAROO BOUNCED ALONG IN HIS MOTHER'S POCKET. 7333
- C. A FATHER BEAR AND HIS BABY CUBS FELL ASLEEP UNTIL SPRING. 7333
- A. JOHN AND SUE FOUND A HIDDEN TREASURE. 7334
- *B. TIMOTHY TURTLE WENT TO WORK IN A TOY FACTORY. 7334
- C. THE TREE OUTSIDE OUR HOUSE BEGAN TO SWAY. 7334
- A. CHARLIE CHIPMUNK HIDES HIS NUTS IN HIS CHEEKS. 7335
- *B. PETER RABBIT RODE JOHN'S NEW BIKE AROUND THE BLOCK. 7335
- C. OLIVE OWL SPENDS ALL DAY ASLEEP IN HER TREE. 7335

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO DIFFERENTIATE BETWEEN WHAT COULD BE REAL AND FANCIFUL STATEMENTS TAKEN FROM *FOREST FRIENDS* BY PROPERLY LABELING THESE STATEMENTS. %01 0495

DIRECTIONS - CHOOSE *A* IF THE STATEMENT COULD BE REAL AND *B* IF THE STATEMENT IS PROBABLY FANTASY. 0369

A CROW AND A MOUSE LIVED IN A TREE. 7706

*A. REAL 7706

B. FANTASY 7706

THE STUDENT WILL ANALYZE A SITUATION FROM *A TIME OF THANKS-GIVING* AND DISTINGUISH BETWEEN THOSE THAT ARE HISTORICAL FACTS AND THOSE THAT ARE MADE UP BY CATEGORIZING THEM AS SUCH. %08 0646

DIRECTIONS - IF THE ITEM REALLY HAPPENED IN HISTORY, CHOOSE FACT. IF THE ITEM JUST HAPPENED IN THIS STORY, CHOOSE FICTION. 0657

THE PEOPLE OF PLYMOUTH WERE THANKFUL FOR THEIR GOOD HARVEST. 9914

*A. FACT 9914

B. FICTION 9914

WILLIAM BRADFORD WAS MADE GOVERNOR AFTER JOHN CARVER DIED. 9915

*A. FACT 9915

B. FICTION 9915

RED FEATHER SMILED AT GILES DURING THE FEAST. 9916

A. FACT 9916

*B. FICTION 9916

THE YOUNG BRAVE AND GILES WENT TO THE EDGE OF THE WOODS. 9917

A. FACT	9917
*R. FICTION	9917
THE INDIANS CAME TO SHARE THE FEAST WITH THE PILGRIMS.	
*A. FACT	9918
R. FICTION	9918
	9918
GILES MISSED THE BULLS EYE WHEN HE HAD A TURN.	
A. FACT	9919
*R. FICTION	9919
	9919
RED FEATHER HELPED STEADY GILES HAND.	
A. FACT	9920
*B. FICTION	9920
	9920
THERE WAS AN INDIAN NAMED SQUANTO.	
*A. FACT	9921
B. FICTION	9921
	9921

THE STUDENT WILL DISTINGUISH FACT FROM FICTION IN GIVEN SENTENCES FROM THE STORY *LAND HO* BY CATEGORIZING THEM AS SUCH. %07	0656
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DIRECTIONS-- IF THE ITEM REALLY HAPPENED IN HISTORY, CHOOSE FACT. IF THE ITEM JUST HAPPENED IN THIS STORY, CHOOSE FICTION.	0657
--	------

THE PEOPLE ON THE SHIP CHOSE JOHN CARVER TO BE THEIR GOVERNOR.	9988
*A. FACT	9988
R. FICTION	9988

THE WOMEN WENT ASHORE TO WASH THEIR CLOTHES.	9989
A. FACT	9989
*R. FICTION	9989

GOVERNOR JOHN CARVER HADN'T A CLEAN SHIRT TO WEAR.	9990
A. FACT	9990
*B. FICTION	9990

THE MAYFLOWER WAS THE NAME OF THE SHIP.	9991
*A. FACT	9991
R. FICTION	9991

HARTH AND GILES FELL AS THEIR FEET TOUCHED THE GROUND.	9992
A. FACT	9992
*R. FICTION	9992

THE GOVERNOR'S WHITE SHIRT WAS CAUGHT BY GILES HOPKINS.	9993
A. FACT	9993
*B. FICTION	9993

THE SETTLERS FINALLY REACHED AMERICA AFTER NINE WEEKS OF TRAVELING.	9994
*A. FACT	9994
R. FICTION	9994

CHARACTERS FROM FICTIONAL ONES IN PICTURES BY SELECTING THE FICTIONAL ONE FROM A SET OF THREE. %50.

DIRECTIONS-- LOOK AT EACH PICTURE. CHOOSE WHICH IS MAKE-BELIEVE OR FICTIONAL,

0305

- | | |
|------------------------------|---------|
| A. PIG | 1103943 |
| *B. CAT WITH FIDDLE | 1103943 |
| C. DOG | 1103943 |
| A. CAT | 1103944 |
| R. COW | 1103944 |
| *C. HEN WEARING A HAT | 1103944 |
| A. HORSE | 1103945 |
| R. FISH | 1103945 |
| *C. DOG WITH GLASSES | 1103945 |
| A. MOUSE WEARING APRON | 1103946 |
| R. BIRD | 1103946 |
| C. LAMB | 1103946 |
| *A. RABBIT HOLDING TELEPHONE | 1103947 |
| B. GOAT | 1103947 |
| C. TURKEY | 1103947 |

FACT - OPINION

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION STATEMENTS BY CORRECTLY CATEGORIZING A GIVEN SET OF STATEMENTS. %197P

0530

DIRECTIONS - THINK ABOUT EACH SENTENCE. IF IT TELLS A FACT, CHOOSE *F*. IF IT TELLS SOMETHING THAT IS JUST A MATTER OF HOW PEOPLE THINK ABOUT IT, CHOOSE *O*.

0526

BRICK HOUSES ARE BEST.

F
*O

8242
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FOOTBALL IS MORE EXCITING THAN BASEBALL.

F
*O

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MAMMALS ARE WARM-BLOODED.

*F
O

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8244

FISH LIVE IN WATER.

*F
O

8245
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8245

FIRES MAKE HEAT.

8246

*F
O

GALE SAYERS IS THE GREATEST FOOTBALL PLAYER.

*F
*O

INK IS A LIQUID.

*F
O

SUE AND ELLEN ARE GIRLS.

*F
O

BOB IS STUPID.

*F
*O

IT IS FUN TO LIVE ON A FARM.

*F
*O

BOOKS ARE WRITTEN BY PEOPLE.

*F
O

WET SAND FEELS GOOD ON YOUR FEET.

*F
*O

CHRISTMAS IS THE BEST HOLIDAY.

*F
*O

IF YOU WORK HARD YOU WILL MAKE A LOT OF MONEY.

*F
*O

THE OCEAN WATERS ARE SALTY.

*F
O

SQUIRRELS ARE CUTE ANIMALS.

*F
*O

BOYS HAVE MORE FUN THAN GIRLS.

*F
*O

PINK IS A PRETTY COLOR.

*O

SURFING IS MORE FUN THAN SWIMMING.

*F
*O

A FACT IS TRUE.

*O

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THE SUN SETS IN THE WEST.

*F

O

WOOL IS BETTER THAN COTTON FOR CLOTHING.

F

*O

CHEVROLETS ARE GOOD CARS.

F

*O

ABRAHAM LINCOLN DID THE MOST FOR OUR COUNTRY.

F

*O

FIVE CENTS HAS THE SAME VALUE AS ONE NICKEL.

*F

O

SMOKING IS HARMFUL TO OUR HEALTH.

*F

O

LIBRARY BOOKS HELP US GET INFORMATION.

*F

O

THE BEST GAME TO PLAY IS KICKBALL.

F

*O

PINK IS THE PRETTIEST COLOR.

F

*O

A CHEVROLET IS BETTER THAN A VOLKSWAGEN.

F

*O

COLORADO IS A PRETTIER STATE THAN ILLINOIS.

F

*O

TOO MUCH SUN IS HARMFUL TO THE SKIN.

*F

O

OAKBROOK IS NICER THAN YORKTOWN.

F

*O

PILOTS HAVE A MORE EXCITING JOB THAN A FARMER.

F

*O

IT IS EASIER TO WASH A CAR THAN TO WASH A WALL.

F

*O

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EUROPE IS THE BEST PLACE TO GO ON A TRIP.

F
*O

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ITALY HAS A WARMER CLIMATE THAN ENGLAND.

*F
O

8293
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8293

RED, BLUE AND YELLOW ARE THE PRIMARY COLORS.

*F
O

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8294

GREEN IS THE BEST COLOR FOR A CAR.

F
*O

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8295

SUMMER SCHOOL IS WORSE THAN REGULAR SCHOOL.

F
*O

8296
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PICNICS ARE MORE FUN THAN EATING INDOORS.

F
*O

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MOST BUGS ARE HELPFUL IN SOME WAY.

*F
O

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8300

TEN ELEPHANTS MAKE MORE NOISE THAN ONE MOUSE.

*F
O

8301
8301
8301

EVERYONE LOVES SANTA CLAUS.

F
*O

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8302

THE SUN IS HOT.

*F
O

8304
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SWIMMING IS EASIER THAN DIVING.

F
*O

8305
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8305

MATH IS HARDER THAN READING.

F
*O

8306
8306
8306

MRS. JONES IS A BETTER COOK THAN MRS. SMITH.

F
*O

8308
8308
8308

SUMMER IS THE BEST SEASON OF THE YEAR.

F
*O

8309
8309
8309

ALL PEOPLE CAN BREATHE.

*F
O

8311
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8311

ELEPHANTS ARE BIGGER THAN HORSES.

*F
O

8312
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8312

BOOKS ARE FUN TO READ.

F
*O

8313
8313
8313

STEAK IS THE MOST DELICIOUS MEAT.

F
*O

8315
8315
8315

YELLOW IS A PRETTIER COLOR THAN BLUE.

F
*O

8316
8316
8316

AN APPLE IS HARDER THAN A MARSHMALLOW.

*F
O

8317
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8317

A TREE IS TALLER THAN A FLOWER.

*F
O

8318
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8318

AN AIRPLANE IS FASTER THAN A BIRD.

*F
O

8319
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8319

EVERYONE SHOULD WATCH TELEVISION SOMETIMES.

F
*O

8322
8322
8322

YOU SHOULD ALWAYS WASH YOUR HANDS BEFORE EATING.

F
*O

8323
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8323

SOME PEOPLE HAVE BAD COLDS.

*F
O

8324
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8324

MANY PEOPLE CAN NOT SWIM.

*F
O

8325
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8325

POTATO SALAD IS MADE FROM POTATOES.

*F
O

8326
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8326

ICE CREAM IS GOOD WHEN IT IS MELTED.

8327

F
*O

8327
8327

BLUE EYES ARE PRETTIER THAN BROWN.

8328
8328
8328

F
*O

PAPER PLATES MAY BE THROWN AWAY.

8330
8330
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*F
O

THE SUN DOES NOT SHINE EVERY DAY.

8331
8331
8331

*F
O

GRASS FEELS GOOD TO BARE FEET.

8332
8332
8332

F
*O

MILK SOMETIMES COMES FROM COWS.

8333
8333
8333

*F
O

BLACK IS THE OPPOSITE OF WHITE.

8334
8334
8334

*F
O

PUDGING IS SWEET AND GOOD.

8335
8335
8335

F
*O

OUR FLAG IS RED, WHITE AND BLUE.

8336
8336
8336

F
O

SLACKS ARE GOOD TO PLAY IN.

8337
8337
8337

F
*O

EVERYONE SHOULD GO TO CHURCH.

8338
8338
8338

F
*O

THERE ARE 26 LETTERS IN THE ALPHABET.

8339
8339
8339

*F
O

IT IS FUN TO GO TO MOVIES.

8341
8341
8341

F
*O

ANTS HAVE BIG EARS.

8344
8344
8344

*F
O

SOME MICE ARE CAUGHT BY CATS.

8345
8345
8345

*F
O

HE HAS PRETTY RED HAIR.

8346
8346

F

*O	8346
FIVE AND FIVE ARE TEN.	8349
*F	8349
O	8349
SINGING IS LOTS OF FUN.	8350
F	8350
*O	8350
A TENNIS BALL IS SMALLER THAN A BASKETBALL.	8353
*F	8353
O	8353
BIRTHDAYS ARE FUN.	8354
F	8354
*O	8354
ICE CUBES ARE HARDER THAN ICE CREAM.	8355
*F	8355
O	8355
HOCKEY IS MORE INTERESTING THAN FOOTBALL.	8356
F	8356
*O	8356
A TRAIN IS FASTER THAN A BICYCLE.	8357
*F	8357
O	8357
THE COUNTRY IS NICER THAN THE CITY.	8358
F	8358
*O	8358
PETS ARE MORE FUN THAN TOYS.	8359
F	8359
*O	8359
JANET IS SHORTER THAN ELLEN.	8360
*F	8360
O	8360
THE SKY IS BLUE.	8362
*F	8362
O	8362
COFFEE IS GOOD TO DRINK.	8363
F	8363
*O	8363
THE INDIANS MADE BEAUTIFUL POTTERY.	8364
F	8364
*O	8364
THE SUN RISES IN THE EAST.	8366
*F	8366
O	8366
FLOWERS SMELL GOOD.	8368
F	8368
*O	8368

BLACK BEARS ARE DANGEROUS.

*F
O

8369
8369
8369

SUNGLASSES PROTECT YOUR EYES.

*F
O

8370
8370
8370

PEOPLE LOOK BETTER WITH TANS.

F
*O

8371
8371
8371

SOME CATS ARE BIGGER THAN SOME DOGS.

*F
O

8372
8372
8372

SUE IS DRESSED IN A BEAUTIFUL SUIT.

F
*O

8373
8373
8373

NIXON IS A GOOD PRESIDENT.

F
*O

8374
8374
8374

SOME DOGS ARE MEAN.

*F
O

8375
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8375

SUMMER IS MORE FUN THAN WINTER.

F
*O

8376
8376
8376

DOWNERS GROVE IS BETTER THAN WESTMONT.

F
*O

8377
8377
8377

LAUGH-IN IS THE FUNNIEST SHOW ON T. V.

F
*O

8378
8378
8378

THE JOHN HANCOCK BUILDING IS IN CHICAGO.

*F
O

8379
8379
8379

DOCTORS TAKE CARE OF SICK PEOPLE.

*F
O

8380
8380
8380

MATH IS FUN TO DO.

F
*O

8382
8382
8382

ROSES ARE BEAUTIFUL FLOWERS.

*F
*O

8383
8383
8383

WHITE IS NOT A PRIMARY COLOR.

*F
O

8384
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8384

PLANTS GROW TOWARD THE LIGHT.

*F
O

8385
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8385

TADPOLES HAVE GILLS.

*F
O

8386
8386
8386

THE BOILING POINT OF WATER IS 212 DEGREES F. AT SEA LEVEL.

*F
O

8388
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8388

DOLLS ARE FUN TO PLAY WITH.

*F
O

8389
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8389

RECESS IS THE BEST PART OF SCHOOL.

*F
O

8390
8390
8390

MERCURY DOESN'T ROTATE AT THE SAME RATE AS THE EARTH.

*F
O

8391
8391
8391

THE NEGROES ARE BETTER OFF TODAY THAN THEY USED TO BE.

*F
O

8392
8392
8392

THE UNITED STATES IS AT WAR IN S. E. ASIA.

*F
O

8393
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8393

PEOPLE ARE NOT AS RELIGIOUS TODAY AS THEY USED TO BE.

*F
O

8394
8394
8394

STEAK IS BETTER THAN HAMBURGER.

*F
O

8395
8395
8395

JACK WON THE RELAY RACES YESTERDAY.

*F
O

8396
8396
8396

HONDA MOTORCYCLES ARE THE BEST MADE.

*F
O

8397
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8397

MR. HUBER IS A MATH TEACHER.

*F
O

8398
8398
8398

SOUTH SCHOOL IS AN ELEMENTARY SCHOOL.

*F
O

8399
8399
8399

JIM PLAYS GOOD BASEBALL.

*F
O

8400
8400
8400

JOHN IS BIGGER THAN JERRY.

8401

*F	8401
O	8401
SOME HOUSES ARE MADE OF WOOD.	8402
*F	8402
O	8402
MOST ELEMENTARY SCHOOL TEACHERS ARE WOMEN.	8403
*F	8403
O	8403
MALES SHOULD WEAR TIES TO WORK.	8404
*F	8404
*O	8404
EVERYONE NEEDS WATER.	8405
*F	8405
O	8405
RECESS COMES TWICE A DAY.	8406
*F	8406
O	8406
SCHOOL STARTS AT 8-45 A.M.	8408
*F	8408
O	8408
ONE AND ONE EQUALS TWO.	8410
*F	8410
O	8410
CHOCOLATE CANDY IS GOOD TO EAT.	8412
F	8412
*O	8412
WE ALL BREATHE AIR.	8413
*F	8413
O	8413
PEGGY'S DRESS IS PRETTY.	8415
F	8415
*O	8415
SOME GRANDMOTHERS HAVE WHITE HAIR.	8417
*F	8417
O	8417
ALL BABIES CRY.	8418
*F	8418
O	8418
SHORT HAIR IS PRETTIER THAN LONG HAIR.	8419
F	8419
*O	8419
EASTER IS THE BEST HOLIDAY.	8420
F	8420
*O	8420
GREEN VEGETABLES ARE HEALTHY FOR YOUR BODY.	8422
*F	8422

TOMATOES ARE GOOD WITH SUGAR ON THEM.

F

*O

CAMPING IS FUN.

F

*O

SOME PEOPLE LIVE IN VERY TALL BUILDINGS.

*F

O

MY TEACHER LOOKS NICE IN HER BLUE DRESS.

F

*O

MITZI IS WEARING A RING ON HER LEFT HAND.

*F

O

MITZI'S HAIR STYLE IS PRETTY.

F

*O

SOME SHOES ARE BLACK.

O

THERE ARE 12 MONTHS IN A YEAR.

*F

O

SCIENCE IS THE BEST SUBJECT.

F

*O

GERALD IS FUNNY.

F

*O

JUNE IS THE BEST MONTH.

F

*O

MISS MORE IS A LOUSY PRINCIPAL.

F

*O

JOE WHISTLES BETTER THAN SAM.

F

*O

CHEVYS RIDE SMOOTHER THAN FORDS.

F

*O

THOMAS HAS A BIG MOUTH.

F

*O

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THOSE ARE THE UGLIEST SHOES.

F
*O

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8449
8449

IT WAS A BORING ASSEMBLY.

F
*O

8450
8450
8450

THERE WILL BE AN ASSEMBLY TOMORROW AT 1-10 P.M.

*F
O

8451
8451
8451

THE PRINCE HAS A LOVELY WIFE.

F
*O

8452
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KIM AND JUDY ARE RELATIVES.

*F
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JUDY HAS A PRETTIER SMILE THAN KIM.

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*O

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BETTY IS SMARTER THAN JOE.

F
*O

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ED GETS MORE OUT OF CLASS THAN BETTY.

F
*O

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WINTER IS A SEASON.

*F
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WINTER IS THE BEST SEASON.

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*O

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EVERYONE LOVES ANIMALS.

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*O

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THE CHICAGO CUBS ARE BETTER BASEBALL PLAYERS THAN THE WHITE SOX.

F
*O

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THERE ARE 9 PLAYERS ON A BASEBALL TEAM.

*F
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BASKETBALLS ARE BIGGER THAN BASEBALLS.

*F
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CHEERLEADERS ARE PRETTY.

F
*O

8467
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SWIMMING IS A SPORT.

*F
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A QUARTERBACK IS A MEMBER OF A FOOTBALL TEAM.

*F
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ERNIE BANKS IS A BASEBALL PLAYER.

*F
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RED IS A COLOR.

*F
O

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MARIJUANA IS A SAFE DRUG.

F
*O

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ICE IS COLD.

*F
O

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TREES HAVE ROOTS.

*F
O

8475
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8475

JOHN F. KENNEDY WAS A PRESIDENT.

*F
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8476
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BAN IS A GOOD DEODORANT.

F
*O

8478
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CARTOON TOWN IS A FUNNY SHOW.

F
*O

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GRASS IS GREEN.

*F
O

8482
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SKYSCRAPERS ARE TALL.

*F
O

8483
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SNAKES MAKE GOOD PETS.

F
*O

8485
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8485

AIRPLANES ARE DANGEROUS.

*F
*O

8486
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8486

INSECTS HAVE SIX LEGS.

*F
O

8487
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8487

SUGAR IS SWEET.

8490

*F	8490
0	8490
GUITARS HAVE 6 STRINGS.	8491
*F	8491
0	8491
THE SUPERMARKET WAS A GOOD PLACE TO SHOP.	8494
F	8494
*0	8494
ELLEN'S MOTHER MADE GOOD GINGERBREAD.	8499
F	8499
*0	8499
LINDA HAD ALL THE PEANUTS SHE NEEDED.	8500
F	8500
*0	8500
THIS WAS A FUNNY STORY.	8501
F	8501
*0	8501
JACK GOT THE WORST GIFT FROM HIS FATHER.	8502
F	8502
*0	8502
IT WAS UNKIND OF PUSS TO THREATEN THE FARMERS.	8505
F	8505
*0	8505
PUSS WAS A CLEVER CAT.	8508
F	8508
*0	8508
JACK LIVED HAPPILY EVER AFTER.	8511
F	8511
*0	8511
BROTHER MATTHIAS KNOWS HOW TO HANDLE BOYS.	8517
F	8517
*0	8517
THE YANKEES COULDN'T HAVE WON SO MANY GAMES WITHOUT BARE.	8520
F	8520
*0	8520

THE STUDENT CAN ANALYZE A STATEMENT BY INDICATING WHETHER IT IS FACT OR OPINION. BASED ON THE STORY *CITY MOUSE AND COUNTRY MOUSE.*	0477
*040	

DIRECTIONS-- THINK ABOUT EACH SENTENCE. IF IT TELLS A FACT, CHOOSE *A*. IF IT TELLS SOMETHING PEOPLE THINK ABOUT, CHOOSE *B*.	0225
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THE COUNTRY MOUSE WAS VERY POOR.	7618
*A. FACT	7618
*B. OPINION	7618



THE CITY MOUSE IS SMARTER THAN THE COUNTRY MOUSE.

- *A. FACT
- *B. OPINION

7619
7619
7619

CATS LIKE TO CHASE MICE.

- *A. FACT
- *B. OPINION

7620
7620
7620

THE CAT BIT THE COUNTRY MOUSE'S TAIL.

- *A. FACT
- *B. OPINION

7621
7621
7621

THE STUDENT CAN ANALYZE STATEMENTS BY INDICATING WHETHER THEY ARE FACT OR OPINION AS TAKEN FROM *THE MYSTERY OF MORGAN CASTLE.* 890

0505

DIRECTIONS - READ THE FOLLOWING STATEMENTS. IF IT REALLY HAPPENED IN THE STORY, CHOOSE *A*. IF IT IS JUST SOMEONE'S OPINION CHOOSE *B*.

0384

THE BIG HOUSES ALONG THE BEACH HAD BEEN THERE FOR MANY YEARS.

- *A. FACT
- *B. OPINION

7786
7786
7786

GABBY DID NOT LIKE LIVING IN MORGAN BAY.

- *A. FACT
- *B. OPINION

7787
7787
7787

THE MORGAN BAY PAPER SAID, WANTED - BOY FOR DOG-SITTING.

- *A. FACT
- *B. OPINION

7788
7788
7788

MISS WELLINGTON WANTED SOMEONE TO WALK FRITZ SO THAT THEN SHE WOULD SEE SOMEONE AND NOT BE LONELY.

- *A. FACT
- *B. OPINION

7789
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7789

BILL SAID THE RIGHT KIND OF THINKING COULD GET GABBY A JOB.

- *A. FACT
- *B. OPINION

7790
7790
7790

MISS WELLINGTON WILL LOVE HER NEW DOG MORE THAN FRITZ BECAUSE GABBY GOT IT FOR HER.

- *A. FACT
- *B. OPINION

7791
7791
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7791

THE BOYS SHOULD HAVE CALLED THE POLICE WHEN THEY FIRST THOUGHT SOMETHING WAS WRONG.

- *A. FACT
- *B. OPINION

7792
7792
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7792

MISS WELLINGTON WAS SURPRISED TO SEE THE POLICE.

- *A. FACT
- *B. OPINION

7793
7793
7793

ROSS MORGAN WOULD HAVE HURT GABBY, BILL AND MISS WELLINGTON IF THE POLICE HADN'T COME.

- *A. FACT

7794
7794
7794

*B. OPINION

7794

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ANALYZE STATEMENTS
TAKEN FROM *GRAY OWL AND THE RABBITS* BY INDICATING WHICH ARE
FACT AND WHICH ARE OPINION. %90

0517

DIRECTIONS - READ THE FOLLOWING STATEMENTS. IF IT REALLY HAPPENED
IN *GRAY OWL AND THE RABBITS* CHOOSE *A*. IF IT IS SOMEONE'S
OPINION, CHOOSE *H*.

0388

ONE WINTER DAY THE FIRST SNOW FELL IN THE FOREST.

7851

*A. FACT

7851

*H. OPINION

7851

BY AFTERNOON THE SNOW HAD MELTED.

7852

*A. FACT

7852

*H. OPINION

7852

MOST OF THE FOREST ANIMALS HAD FOOD TO EAT.

7853

*A. FACT

7853

*H. OPINION

7853

GRAY OWL DIDN'T STORE AWAY FOOD.

7854

*A. FACT

7854

*H. OPINION

7854

GRAY OWL DIDN'T HAVE TIME TO STORE AWAY FOOD.

7855

*A. FACT

7855

*H. OPINION

7855

GRAY OWL CAUGHT A SQUIRREL BUT LET IT GO BECAUSE IT WAS TOO
SKINNY.

7856

*A. FACT

7856

*H. OPINION

7856

7856

ON HIS WAY HOME, GRAY OWL FOUND TWO RABBITS.

7857

*A. FACT

7857

*H. OPINION

7857

GRAY OWL DIDN'T LIKE HORNED OWL SO HE WOULDN'T GIVE UP A RABBIT.

7858

*A. FACT

7858

*H. OPINION

7858

GRAY OWL KNEW WHAT THE RABBITS WERE GOING TO DO, BUT HE COULDN'T
STOP FAST ENOUGH.

7859

*A. FACT

7859

*H. OPINION

7859

7859

DIFFICULTY OF PROOF

THE STUDENT WILL ANALYZE THE FACTORS INVOLVED IN FACTS OR
OPINIONS BY SELECTING THE STATEMENT WHICH WOULD BE *MOST*
DIFFICULT TO PROVE. 27

0529

DIRECTIONS - FOR EACH OF THE FOLLOWING ITEMS CHOOSE THE ONE OF
THREE ITEMS WHICH WOULD BE *MOST* DIFFICULT TO PROVE.

0525

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR
FALSE?

8210

A. ALEX WAS NINE YEARS OLD.

8210

B. ALEX WAS A BOY.

8210

*C. ALEX WAS HAPPY.

8210

8210

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR
FALSE?

8211

A. BILLY WAVED AT JIM.

8211

*B. JIM WAS GLAD TO SEE HIM.

8211

C. THE BOYS PLAYED TOGETHER.

8211

8211

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR
FALSE?

8212

A. DOCTORS HELP SICK PEOPLE.

8212

B. SOME DOCTORS ARE OLD.

8212

*C. SOME DOCTORS ARE BAD.

8212

8212

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR
FALSE?

8213

A. SHE STIRRED AND TASTED THE STEW AGAIN.

8213

*B. IT SMELLED DELICIOUS TO THEM.

8213

C. THEY ATE IT AS SOON AS IT COOLED.

8213

8213

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR
FALSE?

8214

A. LANSLEY BUILT A MODEL FOR A FLYING MACHINE.

8214

B. IN 1887, HE MADE HIS FIRST MODEL POWERED BY STEAM.

8214

*C. HE WAS VERY DISAPPOINTED WHEN IT FAILED TO FLY.

8214

8214

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR
FALSE?

8216

A. THE WRIGHTS TOOK THEIR NEW GLIDER TO KITTY HAWK.

8216

B. THE NEXT SUMMER THEY MADE ALMOST 1000 GLIDERS.

8216

*C. THE NEW GLIDER WAS THE BEST YET.

8216

8216

WHICH OF THE FOLLOWING WOULD BE THE MOST DIFFICULT TO PROVE TRUE
OR FALSE?

8217

A. SOME PEOPLE USED TO STRING POPCORN AND PUT IT ON THEIR
CHRISTMAS TREES.

8217

*B. THE CHRISTMAS SPIRIT CAN JUST BE ABOUT ANYWHERE.

8217

C. THE FAMILY TRIMMED THE LITTLE HOLLY TREE.

8217

8217

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR
FALSE?

8218

A. TEDDY LIVED IN NEW YORK CITY.

8218

*B. IT WAS FUN WHEN THE FIRE HYDRANTS WERE TURNED ON.

8218

C. TEDDY BOUGHT POLISH AND BRUSHES IN A HARDWARE STORE.

8218

8218

WHICH OF THE FOLLOWING WOULD BE DIFFICULT TO PROVE TRUE OR FALSE?

8220

A. IF ALL 10 CARTONS ARE KNOCKED DOWN, YOU GET 20 POINTS.

8220

B. A SCORE OF 100 WINS THE GAME.

8220

*C. IT IS FUN TO WIN THE GAME.

8220

8220

WHICH OF THE FOLLOWING WOULD BE DIFFICULT TO PROVE TRUE OR FALSE?
 A. ALBERT PICKED SOME FLOWERS FOR HIS MOTHER.
 B. SICK PEOPLE FEEL BETTER WHEN THEY HAVE FLOWERS TO LOOK AT.
 C. ALBERT PUT THE FLOWERS IN A VASE.

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WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

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A. THEODORE ROOSEVELT, THE 26TH PRESIDENT, WROTE ABOUT JACOB RIES.

B. JACOB RIES CAME THE CLOSEST TO BEING THE IDEAL AMERICAN CITIZEN.

C. JACOB RIES WORKED AS A NEWSPAPER REPORTER.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

8223
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A. IT WAS A BEAUTIFUL DAY ON THE FOURTH OF JULY.

B. PEOPLE WERE COMING TO THE PARK.

C. THERE WOULD BE A PARADE AT NOON.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

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A. A BIG WHITE BEAR MADE OF LIGHTS DANCED ON THE GROUND.

B. THE FLASHING WATERFALL THAT CAME NEXT WAS BEAUTIFUL.

C. AT THE END THERE WAS A LARGE AMERICAN FLAG, ALL RED, WHITE, AND BLUE.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

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A. TELESCOPES WERE DISCOVERED BY THE GREEKS 2,000 YEARS AGO.

B. PEOPLE DIDN'T KNOW ABOUT PLUTO UNTIL 1930.

C. TODAY, ASTRONOMY IS A POPULAR AND INTERESTING SCIENCE.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

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A. SEA OTTERS ARE VERY SMART.

B. SEA OTTERS SPEND THEIR WHOLE LIVES IN THE OCEAN.

C. A LAW SHOULD BE PASSED TO SAVE THE SEA OTTERS FROM DISAPPEARING.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

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A. BANANAS AND CHOCOLATE ARE AMERICA'S FAVORITE IMPORTED FOODS.

B. CRANBERRIES ARE GROWN IN NEW ENGLAND.

C. THE U. S. CAN GROW ALMOST ANY FOOD THAT PEOPLE WANT TO BUY.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

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A. MOST OF OUR CHOCOLATE COMES FROM SOUTH AMERICA AND AFRICA.

B. BANANAS ARE VERY EXPENSIVE IN SOME COUNTRIES.

C. CACAO TREES GROW IN THE COOL, DAMP SOIL OF NEW ENGLAND.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

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A. AMERICANS DO NOT CARE MUCH ABOUT THE PRICE OF THINGS.

B. SHIPPING COSTS ADD TO THE PRICE AMERICANS PAY.

C. BANANAS COST LESS IN COUNTRIES WHERE THEY ARE GROWN.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

8233
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A. JAMES WATT INVENTED THE STEAM ENGINE.

- B. ALL POWER PLANTS SHOULD BE RUN BY ELECTRICITY.
- C. FACTORIES MUST BE BUILT NEAR A MEANS OF POWER.

8233
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WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?

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8234

- A. CALIFORNIA HAS MORE RIVERS THAN COLORADO.
- B. THERE ARE MORE FARMERS IN CALIFORNIA THAN ILLINOIS.
- *C. CALIFORNIA IS A BETTER PLACE TO LIVE THAN ILLINOIS.

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WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?

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8235

- A. BY 1975 CALIFORNIA WILL NEED TO FIND MORE NEW SOURCES FOR WATER.
- B. MORE LETTUCE IS GROWN IN NORTHERN CALIFORNIA THAN SOUTHERN.
- *C. PEOPLE IN SAN FRANCISCO WASTE MORE WATER THAN PEOPLE IN LOS ANGELES.

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WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?

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- *A. MOST PEOPLE MOVE TO CALIFORNIA BECAUSE OF THE CLIMATE.
- B. THE FEATHER RIVER WATER HAS HELPED THE FARMERS TO RECLAIM MORE DESERT LAND.
- C. THERE ARE NO OTHER TREES AS LARGE AS THE GIANT SEQUOIAS.

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WHICH ONE OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?

8237
8237

- A. CALIFORNIA HAS TWO WATER BOUNDARIES.
- *B. THE MEN IN CALIFORNIA'S GOVERNMENT ARE EASIER TO WORK WITH THAN ANY OTHER STATE.
- C. THERE IS MORE GOLD MINED IN CALIFORNIA THAN NEVADA.

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WHICH ONE OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?

8238
8238

- A. THE AVERAGE TEMPERATURE IN LOS ANGELES IN 1969 WAS 75 DEGREES.
- B. CALIFORNIA IS LARGER THAN IDAHO.
- *C. PEOPLE USE THE BEACHES MORE IN CALIFORNIA THAN THEY DO IN FLORIDA.

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WHICH SENTENCE IS *MOST* DIFFICULT TO PROVE?

8239

- A. COLUMBUS CAME TO AMERICA IN 1492.
- *B. THE INDIANS WERE VERY HAPPY TO SEE COLUMBUS.
- C. COLUMBUS HAD 3 SHIPS - THE PINTA, NINA, SANTA MARIA.

8239
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WHICH SENTENCE IS *MOST* DIFFICULT TO PROVE?

8240

- A. THE PILGRIMS CAME FROM ENGLAND.
- B. THANKSGIVING IS ALWAYS ON THE THIRD THURSDAY OF NOVEMBER.
- *C. EVERYONE WAS HAPPY ON THE FIRST THANKSGIVING.

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WHICH SENTENCE IS THE *MOST* DIFFICULT TO PROVE?

8241

- A. PRESIDENT LINCOLN WAS BORN IN A LOG CABIN.
- B. ABRAHAM LINCOLN WAS OUR 6TH PRESIDENT.
- *C. EVERYONE LIKED ABRAHAM LINCOLN.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY INDICATING WHETHER INFERRED STATEMENTS ARE PROBABLY TRUE, PROBABLY FALSE OR UNCERTAIN BASED ON EVIDENCE GIVEN IN THE PASSAGE. . %27

Q526

DIRECTIONS - READ THE FOLLOWING PARAGRAPHS. INDICATE WHETHER EACH STATEMENT IS PROBABLY TRUE, PROBABLY FALSE, OR IF YOU CAN'T SAY BASED ON THE EVIDENCE GIVEN IN THE PASSAGE.

Q509

GEORGE WASHINGTON CARVER MOVED FROM TOWN TO TOWN FOR THE NEXT SEVERAL YEARS. HE WORKED PART OF THE TIME AND WENT TO SCHOOL PART OF THE TIME. FINALLY HE FINISHED HIGH SCHOOL WHEN HE WAS ABOUT 20 YEARS OLD.

"NOW I'M GOING TO COLLEGE," GEORGE TOLD A FRIEND. THE FRIEND SEEMED TO THINK THAT WAS A PECULIAR THING FOR GEORGE TO PLAN TO DO. "I NEVER HEARD OF A NEGRO GOING TO COLLEGE," SAID THE FRIEND.

"WELL, I'M GOING JUST THE SAME," SAID GEORGE. "THERE WILL BE LOTS OF WASHING AND IRONING TO DO AROUND A COLLEGE."

GEORGE DIDN'T CARE HOW LONG IT TOOK TO GET THROUGH HIGH SCHOOL.

8047

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T SAY

8047

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8047

GEORGE HAD TO WORK TO EARN MONEY FOR HIMSELF.

8048

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

8048

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GEORGE MOVED OFTEN BECAUSE HE WANTED TO SEE THE COUNTRY.

8049

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

8049

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A GOOD EDUCATION WAS IMPORTANT TO GEORGE.

8050

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

8050

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GEORGE'S FRIEND DIDN'T THINK GEORGE WAS SMART ENOUGH TO GO TO COLLEGE.

8051

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

8051

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GEORGE LIKED TO WASH AND IRON.

8052

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

8052

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LEARNING TO WASH AND IRON CLOTHES WHEN HE WAS A BOY HELPED GEORGE TO EARN MONEY WHEN HE WAS ON HIS OWN.

8053

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

8053

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8053

GEORGE DIDN'T CARE SO MUCH ABOUT GOING TO COLLEGE. HE ONLY THOUGHT ABOUT THE MONEY HE WOULD EARN FROM WASHING AND IRONING.

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T SAY

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DIRECTIONS - READ THE FOLLOWING SENTENCES.

0511

THE NEXT MORNING THE TWO MEN CAME BACK FOR BROWN PET. JACK AND NANCY RAN TO THE BARNYARD. THEY WANTED TO TELL THE COW GOOD-BY. MR. STONE SAID, "YOUR PET WILL BE HAPPY AT THE ZOO."

IF THE SENTENCE BELOW COULD BE TRUE, CHOOSE *A*. IF THE SENTENCE IS PROBABLY FALSE, CHOOSE *B*. IF YOU CAN'T SAY WHETHER IT IS TRUE OR FALSE, CHOOSE *C*.

THE MEN WERE GOING TO TAKE BROWN PET AWAY.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

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BROWN PET WAS IN THE BARNYARD.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

8061
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THE MEN WERE TAKING BROWN PET TO THE ZOO.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

8062
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THE MEN CAME FOR BROWN PET IN THE MORNING BECAUSE IT WOULD TAKE ALL DAY TO GET TO THE ZOO.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

8063
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MR. STONE KNOWS EVERYTHING ABOUT ZOO ANIMALS.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

8064
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JACK AND NANCY WILL NEVER FORGET BROWN PET.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

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DIRECTIONS - READ THE FOLLOWING SENTENCES.

0512

"OH, FIREBALL," LAUGHED JACK.
"YOU KNOW WHERE YOUR FEED IS.
YOU SAW ME GET IT HERE THIS MORNING.
BUT YOU CAN'T GET ANY FEED OUT OF HERE.
I'LL HAVE TO GET IT FOR YOU."

IF THE STATEMENT BELOW COULD BE TRUE, CHOOSE *A*. IF THE STATEMENT IS PROBABLY NOT TRUE, CHOOSE *B*. IF YOU CAN'T TELL WHETHER IT IS TRUE OR FALSE, CHOOSE *C*.

FIREBALL IS AN ANIMAL.

8066

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

8066
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FIREBALL CAN NOT OPEN HIS FEED BOX.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

8067
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FIREBALL IS ALWAYS TRYING TO GET HIS OWN FOOD.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

8068
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FIREBALL'S FOOD IS VERY FAR AWAY FROM HIS STALL.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

8069
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FIREBALL COULD NEVER GET HIS OWN FOOD.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

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DIRECTIONS - READ THE FOLLOWING SENTENCES. IF THE SENTENCE IS TRUE, CHOOSE *A*. IF THE SENTENCE IS PROBABLY FALSE, CHOOSE *B*. IF YOU CANNOT TELL FROM THE INFORMATION GIVEN, CHOOSE *C*.

0513

"COME HERE, HOOTS," CALLED DICK.
"GIVE ME A LITTLE HELP.
THERE IS A PIG UNDER THE CAR.
HELP ME GET IT BACK IN THE PEN."
BOOTS BARKED AND BARKED AT THE PIG.

THE PIG HAS ESCAPED FROM THE PEN.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

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HOOTS WILL GET UNDER THE CAR AND CHASE THE PIG OUT.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

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BOOTS IS A DOG.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

8073
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8073

BOOTS IS STRONGER THAN DICK.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

8074
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DICK COULD NEVER GET THE PIG OUT BY HIMSELF.

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T SAY

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8075

DIRECTIONS - READ THE FOLLOWING PARAGRAPHS. FROM READING THESE PARAGRAPHS DECIDE IF THE FOLLOWING SENTENCES *A* COULD BE TRUE.

0514

*A. PROBABLY NOT TRUE. *C. CAN'T SAY.

JIMMY DAY LOOKED OUT THE DOOR OF HIS NEW HOME. A STRANGE DOG WAS SITTING ON THE FRONT PORCH. IT HAD BLACK CURLY HAIR AND LONG EARS.

WHEN JIMMY CAME OUT ON THE PORCH, THE DOG HELD UP A PAW. JIMMY SHOOK THE PAW AND SAID HIO
THE DOG GAVE AN EXCITED BARK.

THE DOG BELONGED TO SOMEONE.

- *A. COULD BE TRUE
- B. PROBABLY NOT TRUE
- C. CAN'T SAY

8077
8077
8077
8077

THE DOG WAS LOST.

- *A. COULD BE TRUE
- B. PROBABLY NOT TRUE
- C. CAN'T SAY

8078
8078
8078
8078

THE DOG LIVED IN THE NEIGHBORHOOD.

- A. COULD BE TRUE
- B. PROBABLY NOT TRUE
- *C. CAN'T SAY

8079
8079
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8079

RELEVANCE OF STATEMENTS

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACTS THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION OR PROBLEM BY CORRECTLY IDENTIFYING THE RELEVANT PHRASES. %80□

0534

DIRECTIONS - THINK OF THE WORD WE HAVE DISCUSSED - *RELEVANT.* IF THE PHRASE RELATES TO THE STATEMENT %IS RELEVANT□, CHOOSE *R*. IF THE PHRASE DOES NOT RELATE TO THE STATEMENT, %IS NOT RELEVANT□, CHOOSE *N*.

0547

A CHEVROLET IS A GOOD AUTOMOBILE.

MRS. MILLER HAS DRIVEN HER CHEVROLET MANY THOUSANDS OF MILES.

8733
8733
8733

- *R.
- N.

I SAW A RED CHEVROLET.

8735
8735
8735

- R.
- *N.

MOTHERS CHEVROLET GIVES ME A SMOOTH RIDE.

8736
8736
8736

- *R.
- N.

A CHEVROLET IS PARKED IN FRONT OF THE SCHOOL.

8737
8737
8737

- R.
- *N.

DIRECTIONS - THINK OF THE WORD WE HAVE DISCUSSED - *RELEVANT.* IF THE PHRASE RELATES TO THE STATEMENT, *IS RELEVANT*, CHOOSE *R*. IF THE PHRASE DOES NOT RELATE TO THE STATEMENT, *IS NOT RELEVANT*, CHOOSE *N*.

0548

BETTY'S MOTHER IS VERY GOOD TO BETTY.

SERVES MEALS THAT ARE WELL-BALANCED.

8738
8738
8738

*R.
N.

HAS A RED DRESS.

8739
8739
8739

R.
*N.

READS STORIES TO BETTY.

8740
8740
8740

*R.
N.

IS VERY TALL.

8741
8741
8741

R.
*N.

IRONS BETTY'S DRESSES VERY CAREFULLY.

8742
8742
8742

*R.
N.

DIRECTIONS - THINK OF THE WORD WE HAVE DISCUSSED - *RELEVANT.* IF THE PHRASE RELATES TO THE STATEMENT, *IS RELEVANT*, CHOOSE *R*. IF THE PHRASE DOES NOT RELATE TO THE STATEMENT, *IS NOT RELEVANT*, CHOOSE *N*.

0549

OUR PRINCIPAL IS A HAPPY PERSON.

WHISTLES A LOT.

8743
8743
8743

*R.
N.

WEARS BROWN SHOES.

8744
8744
8744

R.
*N.

WEARS A SMILE ON HIS FACE.

8745
8745
8745

*R.
N.

SAYS HE ENJOYS VISITING OUR ROOM.

8746
8746
8746

*R.
N.

DRIVES A WHITE CAR.

8747
8747
8747

R.
*N.

DIRECTIONS - THINK OF THE WORD WE HAVE DISCUSSED - *RELEVANT.* IF THE PHRASE RELATES TO THE STATEMENT, *IS RELEVANT*, CHOOSE *R*. IF THE PHRASE DOES NOT RELATE TO THE STATEMENT, *IS NOT RELEVANT*, CHOOSE *N*.

0550

MRS. MILLER LIKES TO TEACH SCHOOL.

IS WEARING A FLOWERED DRESS.

R.

*N.

8748

8748

8748

WANTS US ALL TO UNDERSTAND A NEW LESSON.

*R.

N.

8749

8749

8749

LIKES TO READ STORIES TO US.

*R.

N.

8750

8750

8750

IS HAPPY WHEN WE CAN READ WELL.

*R.

N.

8751

8751

8751

DRIVES A RED CAR TO SCHOOL.

R.

*N.

8752

8752

8752

DIRECTIONS - THINK OF THE WORD WE HAVE DISCUSSED - *RELEVANT.* IF THE PHRASE RELATES TO THE STATEMENT *IS RELEVANT*; CHOOSE *R*. IF THE PHRASE DOES NOT RELATE TO THE STATEMENT, *IS NOT RELEVANT*, CHOOSE *N*.

0551

A MAP TELLS US MANY THINGS.

I COLORED MY MAP BLUE AND GREEN.

R.

*N.

8753

8753

8753

THE BLUE AREA STANDS FOR WATER.

*R.

N.

8754

8754

8754

A UNITED STATES MAP SHOWS STATE CAPITALS.

*R.

N.

8755

8755

8755

DADDY HAS TROUBLE FOLDING A MAP.

R.

*N.

8756

8756

8756

A MAP CAN SHOW THE BEST WAY TO GO SOMEPLACE.

*R.

N.

8757

8757

8757

DIRECTIONS - READ THE FOLLOWING SENTENCES. CHOOSE *A* IF THE STATEMENT WOULD HELP YOU IF YOU WERE WRITING ABOUT KATYDIDS. CHOOSE *B* IF THE STATEMENT WOULD NOT BE HELPFUL.

0553

KATYDID EGGS ARE VERY SMALL.

*A.

R.

8768

8768

8768

TOM FOUND A BOX FOR THE KATYDIDS.

A.

*R.

8769

8769

8769

KATYDIDS CAN HOP WHEN THEY ARE VERY SMALL.

8770

*A.
*R.

8770
8770

KATYDIDS NEED TO LIVE OUTSIDE.

*A.
*R.

8771
8771
8771

SOON THEY WERE ALL CAUGHT.

*A.
*R.

8772
8772
8772

KATYDIDS LAY THEIR EGGS ON TREE BRANCHES.

*A.
*R.

8773
8773
8773

KATYDIDS ARE INSECTS.

*A.
*R.

8774
8774
8774

KATYDIDS ARE GREEN.

*A.
*R.

8775
8775
8775

MR. WELLS THOUGHT THE KATYDIDS WERE INTERESTING.

*A.
*R.

8776
8776
8776

ONE BOY WANTED TO BRING IN OTHER KINDS OF EGGS.

*A.
*R.

8777
8777
8777

DIRECTIONS - CHOOSE *A* IF THE STATEMENT WOULD BE HELPFUL IN
WRITING A REPORT ON THE SEMAPHORE CODE. CHOOSE *B* IF IT WOULD
NOT BE HELPFUL.

0554

LITTLE BILL WAS TURNED TOWARD SHORE, WAVING HIS ARMS.

*A.
*R.

8778
8778
8778

HE WAS USING THE ARM CODE THAT JOHNNIE HAD BEEN TEACHING HIM.

*A.
*R.

8779
8779
8779

THE SEMAPHORE CODE IS USED BY SEAMEN TO SEND MESSAGES.

*A.
*R.

8780
8780
8780

YOU MUST HOLD YOUR ARMS IN A SPECIAL POSITION TO STAND FOR EACH
LETTER FROM A TO Z.

*A.
*R.

8781
8781
8781
8781

JOHNNY REACHED THE PHONE AND CALLED THE LIFE SAVING STATION.

*A.
*R.

8782
8782
8782

LETTERS MADE ONE AFTER ANOTHER CAN MAKE WORDS TO SEND MESSAGES.

*A.
*R.

8783
8783
8783

AFTER JOHNNY HAD GIVEN HIS MESSAGE HE WAS SHAKING ALL OVER.

8784

A.
*B.

8784
8784

MESSAGES ARE SENT AT NIGHT BY HOLDING FLASHING LIGHTS IN EACH HAND.

8785
8785
8785
8785

*A.
B.

SAILORS AT SEA USE COLORED FLAGS TO SEND THEIR MESSAGES IN THE DAYTIME.

8786
8786
8786
8786

*A.
B.

THE LETTERS SOS MEAN THAT THE SENDER NEEDS HELP.

8787
8787
8787

*A.
B.

DIRECTIONS - READ THE FOLLOWING SENTENCES. CHOOSE *A* IF THE STATEMENT WOULD HELP YOU IF YOU WERE WRITING ABOUT *BABY* ELEPHANTS. CHOOSE *B* IF THE STATEMENT WOULD NOT BE HELPFUL.

0556

BABY ELEPHANTS ARE ROCKED BY THEIR MOTHERS.

8802
8802
8802

*A.
B.

A MOTHER ELEPHANT IS VERY LARGE.

8803
8803
8803

A.
*B.

LITTLE ELEPHANTS DO NOT USE THEIR TRUNKS VERY WELL.

8804
8804
8804

*A.
B.

SHE CAUGHT HER BABY WITH HER LONG TRUNK.

8805
8805
8805

A.
*B.

LITTLE ELEPHANTS ACT LIKE LITTLE BOYS AND GIRLS SOME TIMES.

8806
8806
8806

*A.
B.

BABY ELEPHANTS SQUEAL.

8808
8808
8808

*A.
B.

MOTHER ELEPHANT FILLED HER TRUNK WITH WATER.

8809
8809
8809

A.
*B.

LITTLE ELEPHANTS CAN SOMETIMES SQUEEZE BETWEEN THE BARS AT THE ZOO.

8810
8810
8810
8810

*A.
B.

BABY ELEPHANTS ARE FUNNY.

8811
8811
8811

*A.
B.

DIRECTIONS - READ THE FOLLOWING SENTENCE.

0558

JANE IS VERY HAPPY TODAY.

INDICATE WHICH OF THE FOLLOWING PARAGRAPHS HELP TO PROVE THAT THIS SENTENCE IS TRUE BY CHOOSING *A*. CHOOSE *B* IF THE PARAGRAPH DOES NOT PROVE THE STATEMENT TO BE TRUE.

JANE'S MOTHER CALLED HER TO DINNER, AND JANE RAN DOWN THE HALL. SUDDENLY SHE TRIPPED ON THE RUG AND SPRAWLED FULL LENGTH ON THE FLOOR.

8818
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IN THE MIDDLE OF THE TABLE WAS A BIG CAKE WITH PINK ICING. JANE'S EYES SHONE

8819
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WHERE WAS THAT SHOE SHE HAD LOOKED AND LOOKED BUT NO WHERE WOULD IT BE FOUND. MOTHER WAS GOING TO BE CROSS.

8820
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8820

SAUERKRAUT AND FRANKS WHO EVER HEARD OF SUCH FOOD FOR ONE'S VERY IMPORTANT SEVENTH BIRTHDAY DINNER UGH

8821
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8821

AS JANE GLANCED OUT THE WINDOW SHE SAW A GROUP OF HER FRIENDS. ALL CARRYING GAILY WRAPPED PACKAGES SO COULD THEY BE COMING TO HER HOUSED HOW EXCITINGO

8822
8822
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8822

DIRECTIONS - READ THE FOLLOWING SENTENCE.

0559

JOHN CARVER WAS A GOOD GOVERNOR.

INDICATE WHICH OF THE FOLLOWING SENTENCES HELP YOU TO KNOW THIS IS TRUE BY CHOOSING *A*. CHOOSE *B* IF IT DOES NOT PROVE THE STATEMENT TRUE.

HE SENT MANY LANDING PARTIES TO SEARCH FOR A GOOD PLACE TO SETTLE.

8824
8824
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8824

HE TOLD THE WOMEN THEY COULD WASH THEIR CLOTHES.

8825
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8825

HE TALKED WITH SAMOSET AND TREATED HIM AS A FRIEND.

8826
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8826

HE LIKED TO SEE THE CHILDREN PLAY GAMES.

8827
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8827

HE SAW TO IT THAT THE PLANS WHICH WERE MADE ON THE MAYFLOWER WERE CARRIED OUT.

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8828

DIRECTIONS - SALLY WAS WRITING A REPORT ON HOW VOLCANOES ARE FORMED. BELOW ARE SOME PARAGRAPHS THAT MIGHT HELP. READ EACH ONE CAREFULLY AND INDICATE IF IT WOULD HELP OR NOT.

0561

FOR HUNDREDS OF YEARS VOLCANOES HAVE STRUCK TERROR AND WONDER INTO THE HEART OF MEN. IN ANCIENT TIMES THEY EVEN MOVED MAN TO WORSHIP.

8834

8834

8834

A. THE PARAGRAPH HELPS.

8834

*B. THE PARAGRAPH DOES NOT HELP.

8834

THE NAME WAS FIRST USED FOR VOLCANO, ONE OF THE LIPARI ISLANDS IN THE MEDITERRANEAN SEA, WHERE THE GOD WAS THOUGHT TO LIVE.

8835

8835

A. THE PARAGRAPH HELPS.

8835

*B. THE PARAGRAPH DOES NOT HELP.

8835

WITHIN THE LAST 100 YEARS, SCIENTISTS HAVE COME TO A BETTER UNDERSTANDING OF WHAT CAUSES VOLCANOES. THEY BELIEVE THAT PLACES OF EXTREMELY HOT MAGMA MUST LIE 20 TO 40 MILES BELOW THE VOLCANO.

8836

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8836

*A. THE PARAGRAPH HELPS.

8836

B. THE PARAGRAPH DOES NOT HELP.

8836

VOLCANOES ARE FOUND IN MANY PARTS OF THE WORLD. THEY ARE DEEP CRACKS IN THE EARTH'S CRUST. SOMETIMES THE ASHES AND LAVA COMING OUT OF THE EARTH PILE UP AROUND THE CRACK.

8837

8837

8837

A. THE PARAGRAPH HELPS.

8837

*B. THE PARAGRAPH DOES NOT HELP.

8837

SCIENTISTS WHO STUDY VOLCANOES HAVE A DANGEROUS JOB. THEY GO TO VOLCANOES TO STUDY THE ASHES, LAVA, AND GASES THAT COME OUT. TO PROTECT THEIR BODIES FROM THE HEAT AND FIRE, THEY WEAR SPECIAL SUITS.

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A. THE PARAGRAPH HELPS.

8838

*B. THE PARAGRAPH DOES NOT HELP.

8838

8838

FROM LOOKING AT HOT SPRINGS, GEYSERS, AND VOLCANOES THEMSELVES, WE KNOW THAT EXTREME HEAT EXISTS BELOW THE EARTH'S SURFACE.

8839

8839

*A. THE PARAGRAPH HELPS.

8839

B. THE PARAGRAPH DOES NOT HELP.

8839

DIRECTIONS - SALLY WAS WRITING A REPORT ON THE WAY THE PEOPLE OF PANAMA LIVE. BELOW ARE PARAGRAPHS ABOUT PANAMA. WHICH OF THEM WOULD HELP? READ EACH PARAGRAPH CAREFULLY. CHOOSE THE CORRECT ANSWER.

0562

THE COUNTRY OF PANAMA IS ON THE NARROW STRIP OF LAND THAT JOINS NORTH AMERICA TO SOUTH AMERICA. THE CENTER OF PANAMA HAS HILLS AND MOUNTAINS THAT ARE COVERED WITH THICK FORESTS.

8840

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A. THE PARAGRAPH HELPS.

8840

*B. THE PARAGRAPH DOES NOT HELP.

8840

THE FARMERS IN THE FORESTS RAISE VEGETABLE CROPS. THEY OFTEN DO NOT HAVE CLOSE NEIGHBORS. THICK JUNGLES, FEW ROADS, OR RAILROADS CAUSE PEOPLE TO TRAVEL ON HORSEBACK OR ON FOOT.

8841

8841

8841

*A. THE PARAGRAPH HELPS.

8841

B. THE PARAGRAPH DOES NOT HELP.

8841

MOST FARMERS WORK THEIR LAND MUCH AS THE INDIANS DID BEFORE COLUMBUS' TIME. THEY WORK BY HAND.

8842

8842

*A. THE PARAGRAPH HELPS.

8842

B. THE PARAGRAPH DOES NOT HELP.

8842

PANAMA IS NOT A VERY LARGE COUNTRY. THERE ARE ONLY A FEW MAJOR CITIES. IT IS ONLY A LITTLE SMALLER THAN SOUTH CAROLINA AND HAS ABOUT HALF AS MANY PEOPLE AS THE STATE. BUT, IT IS IMPORTANT BECAUSE IT LIES ON TRADE ROUTES BETWEEN NORTH AND SOUTH AMERICA.

A. THE PARAGRAPH HELPS.

*B. THE PARAGRAPH DOES NOT HELP.

8843
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8843

PANAMA HAS THE SHAPE OF A GIANT *S* LYING ON ITS SIDE. THE CARIBBEAN SEA LIES TO THE NORTH OF PANAMA. COLUMBIA LIES TO THE EAST. THE PACIFIC OCEAN TO THE SOUTH. AND COSTA RICA TO THE WEST.

A. THE PARAGRAPH HELPS.

*B. THE PARAGRAPH DOES NOT HELP.

8844
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8844

WHICH OF THE FOLLOWING THREE STATEMENTS TELLS BEST WHAT YOU WERE READING TO FIND OUT?

A. ABOUT THE HISTORY OF PANAMA

*B. ABOUT THE WAY THE PEOPLE LIVE IN PANAMA

C. ABOUT HOW PANAMA BECAME SETTLED.

8845
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8845

DIRECTIONS - SALLY WAS WRITING A REPORT ON HOW LEAF-CUTTER ANTS GROW FUNGUS. BELOW ARE PARAGRAPHS ABOUT ANTS. WHICH OF THEM WOULD HELP READ EACH PARAGRAPH CAREFULLY. CHOOSE THE CORRECT ANSWER *A* OR *B*.

0563

MANY LEAF-CUTTER ANTS LIVE IN THE JUNGLES OF CENTRAL AND SOUTH AMERICA. THEIR FAVORITE FOOD IS A KIND OF FUNGUS THAT DOES NOT GROW WILD. THE ANTS MUST RAISE IT.

A. THE PARAGRAPH HELPS.

B. THE PARAGRAPH DOES NOT HELP.

8846
8846
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8846

LEAF-CUTTER ANTS HIDE UNDER PILES OF DEAD LEAVES. THIS PROTECTS THEM FROM THEIR ENEMIES. THEY OFTEN HAVE TO WATCH OUT FOR LARGER INSECTS AND OTHER ANIMALS THAT ARE DANGEROUS TO THEM.

A. THE PARAGRAPH HELPS.

*B. THE PARAGRAPH DOES NOT HELP.

8847
8847
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8847

THE LEAVES ARE BROUGHT INTO THE NEST. THERE ANTS CHEW THEM UP AND SPIT THEM OUT. THE CHEWED LEAVES BECOME SOIL ON WHICH THE ANTS PLANT THEIR GARDENS.

A. THE PARAGRAPH HELPS.

B. THE PARAGRAPH DOES NOT HELP.

8848
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8848

SOMETIMES ANTS CAN FIND THEIR WAY INTO HOMES. THEY INVAD KITCHENS WHERE THEY FIND A LARGE FOOD SUPPLY. THEY SEEM TO LIKE SWEET FOODS THE MOST.

A. THE PARAGRAPH HELPS.

*B. THE PARAGRAPH DOES NOT HELP.

8849
8849
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8849

IT TAKES MUCH CARE TO GROW THE FUNGUS. WORKER ANTS KEEP THE GARDENS WEEDED. TO KEEP THE CLIMATE IN THE NEST JUST RIGHT THEY CLOSE OR OPEN TUNNELS THAT LET IN AIR FROM OUTSIDE.

A. THE PARAGRAPH HELPS.

B. THE PARAGRAPH DOES NOT HELP.

8850
8850
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8850

GIVEN A STATEMENT, THE STUDENT WILL ANALYZE FACTS FOR VERIFICATION OF THE ORIGINAL STATEMENT BY LOCATING THE FACTS WHICH WILL HELP PROVE THE GENERAL STATEMENT.

0290

DIRECTIONS-- AFTER EACH OF THE FOLLOWING STATEMENTS, THERE IS A LIST OF FACTS. IF YOU THINK A FACT COULD BE USED TO HELP PROVE THE SENTENCE, CHOOSE LETTER *A*. IF YOU THINK IT DOES NOT HELP PROVE IT, CHOOSE *R*.

0231

STATEMENT-- THE GORGEOUS PEACOCK IS SO PROUD OF HIMSELF HE PAYS NO ATTENTION TO THE SMALLER BIRDS.

1102802
1102802
1102802
1102802
1102802
1102802

THE PEACOCK LIKES HIMSELF A LOT.

*A. YES
*R. NO

THE SMALL BIRDS LIKE THE PEACOCK.

A. YES
*R. NO

1102803
1102803
1102803

THE PEACOCK IS THE KING OF THE BIRDS.

A. YES
*R. NO

1102804
1102804
1102804

IT PAYS TO BE PROUD OF YOURSELF.

A. YES
*R. NO

1102805
1102805
1102805

THE BEAUTIFUL PEACOCK LIKES HIMSELF BUT NOT THE LITTLE BIRDS.

*A. YES
*R. NO

1102806
1102806
1102806

STATEMENT-- THE RED WINGED BLACKBIRD IS ONE OF THE FIRST BIRDS TO COME BACK IN THE SPRING.

THE REDWING BLACKBIRD LEAVES EARLY IN THE FALL.

A. YES
*R. NO

1102807
1102807
1102807
1102807
1102807
1102807

THE REDWINGED BLACKBIRD COMES EARLY IN THE SPRING.

*A. YES
*R. NO

1102808
1102808
1102808

ALL OF THE BIRDS COME BACK AFTER THE REDWINGED BLACKBIRDS.

*A. YES
*R. NO

1102809
1102809
1102809

THE ROBIN, THE REDWING, AND THE BLUEBIRD ALL COME AT THE SAME TIME.

A. YES
*R. NO

1102810
1102810
1102810
1102810

IN THE EARLY SPRING YOU MIGHT SEE A BLACKBIRD WITH A SPECIAL COLOR ON HIS WING.

A. YES
*R. NO

1102811
1102811
1102811
1102811

THE STUDENT WILL DISTINGUISH BETWEEN RELEVANT AND IRRELEVANT STATEMENTS BY CHOOSING THE SENTENCE THAT DOES *NOT* BELONG IN A GROUP OF SENTENCES COMPRISING A STORY. %05D

0848

DIRECTIONS-- READ THE FOUR SENTENCES BELOW. THREE OF THEM WILL MAKE A STORY. ONE DOES *NOT* BELONG. CHOOSE THE ONE THAT DOES *NOT* BELONG.

0854

- A. JEFF AND SCOTT LIKE TO PLAY BASEBALL. 1105854
- B. THE BOYS HAVE THEIR OWN BALLS AND BATS. 1105854
- *C. THE TWO BOYS ALSO LIKE TO GO THE HOCKEY GAMES. 1105854
- D. WHEN SPRING COMES, THEY WILL START PLAYING BASEBALL. 1105854

- A. THE CLASS PLANTED BEAN SEEDS TO WATCH THEM GROW. 1105855
- *B. CARROTS COULD BE PLANTED TOO. 1105855
- C. THE CHILDREN WATERED THEIR OWN BEAN PLANTS. 1105855
- D. IN A FEW DAYS, LEAVES HAD FORMED ON THE PLANT. 1105855

- A. THERE WAS GOING TO BE A MUSIC FESTIVAL AT SCHOOL. 1105856
- *B. THE TEACHER WAS GONE FOR THREE WEEKS. 1105856
- C. THE CHILDREN WERE PRACTICING VERY HARD ON THEIR SONGS FOR THE FESTIVAL. 1105856
- D. THE NIGHT OF THE FESTIVAL CAME, AND THE CLASS DID A FINE JOB. 1105856

- A. JERRY AND JIM WANTED TO GO SWIMMING. 1105857
- B. THEIR MOTHER SAID THAT SHE WOULD TAKE THEM TO THE POOL. 1105857
- C. THE SUN WAS SHINING AND THE AIR WAS WARM. 1105857
- *D. JERRY AND JIM HAD PLAYED BASEBALL IN THE MORNING. 1105857

- A. LYNN AND WENDY WANTED TO HELP THEIR TEACHER AFTER SCHOOL. 1105858
- B. THEIR MOTHERS SAID THEY COULD STAY AT SCHOOL. 1105858
- *C. THE GIRLS STAYED AT SCHOOL YESTERDAY. 1105858
- D. THE TEACHER ASKED THE GIRLS TO HELP HER. 1105858

BIAS

THE STUDENT WILL BE ABLE TO RECOGNIZE AND DISTINGUISH BETWEEN A BIASED AND AN UNBIASED SOURCE OF INFORMATION BY IDENTIFYING SEVERAL EXAMPLES. #46n

0528

DIRECTIONS - FOR EACH OF THE FOLLOWING ITEMS, DECIDE WHETHER OR NOT THE SOURCE OF INFORMATION IS BIASED. CHOOSE *B* FOR BIASED, AND *U* FOR UNBIASED.

0524

DEFINITIONS WRITTEN IN THE DICTIONARY

8158

*B

8158

U

8158

AN EXPLANATION FOR SOMEONE'S ERROR

8159

*B

8159

U

8159

ARTIFACTS FOUND IN EUROPE

8161

B

8161

*U

8161

PAINTINGS OF HORSES

*R
U

8162
8162
8162

PAINTINGS OF THE RENAISSANCE

*R
U

8163
8163
8163

DIRECTIONS FOR MAKING A CAKE

*R
U

8164
8164
8164

MAP OF THE UNITED STATES

R
*U

8165
8165
8165

A PORTRAIT OF PRESIDENT NIXON

*R
U

8166
8166
8166

A COPY OF THE DECLARATION OF INDEPENDENCE

B
*U

8167
8167
8167

LOCAL NEWSPAPER ARTICLE ABOUT THE NEWLY ELECTED MAYOR

*R
U

8168
8168
8168

STONE FOUNDATIONS OF AN INDIAN COUNCIL RING

R
*U

8169
8169
8169

A LETTER TO THE EDITOR ABOUT THE BOND REFERENDUM

*R
U

8170
8170
8170

LOCAL HISTORICAL SOCIETY'S MAP OF TOWN, PUBLISHED 1910

R
*U

8171
8171
8171

STONE FENCES BUILT BY CHINESE SLAVE LABOR, CALIFORNIA, 1850

R
U

8172
8172
8172

CHILD'S ANSWER TO THE QUESTION, 'IS YOUR GRANDMA NICE?'

*R
U

8173
8173
8173

A LIST OF P.I.A. MEMBERS

B
*U

8176
8176
8176

STEP-BY-STEP PICTURES OF THE CONSTRUCTION OF GROVILLE DAM

R
*U

8177
8177
8177

THE STORY OF MY LIFE, WRITTEN BY MY DAD

*R
U

8179
8179
8179

THE STORY OF CHRISTMAS AS TOLD BY A 6 YEAR OLD CHILD

8180

*R	8180
U	8180
JOHNNY DESCRIBING THE FIRST FISH HE CAUGHT	8182
*R	8182
U	8182
A SNAPSHOT OF THE FIRST FISH JOHNNY CAUGHT	8183
R	8183
*U	8183
A MOTHER'S ACCOUNT OF HER DAUGHTER'S PIANO RECITAL	8184
*R	8184
U	8184
A TAPE RECORDING OF THE GIRL'S PIANO RECITAL	8185
R	8185
*U	8185
A SNAPSHOT OF OLD AUTOS IN A PARADE	8186
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*U	8186
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*U	8188
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*R	8191
U	8191
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*R	8194
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*U	8196
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8199

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8200

8200

8200

*R

U

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8201

8201

8201

*B

U

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8202

8202

8202

8202

*B

U

A TAPE RECORDING ON THE CONSPIRACY TRIAL

8203

8203

8203

R

*U

A PHOTOGRAPH OF THE CITY OF WESTMONT TAKEN BY THE CHAMBER OF COMMERCE

8204

8204

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8204

*R

U

A PHOTOGRAPH OF A PLANET

8205

8205

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R

*U

A STORY WRITTEN ABOUT THE SLUMS OF CHICAGO

8206

8206

8206

*R

U

SEA SHELLS FOUND ON THE COAST OF FLORIDA

8207

8207

8207

R

*U

A REPORT DESCRIBING A PAINTING DONE BY A FAMOUS ARTIST

8208

8208

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*B

U

STATED - UNSTATED ASSUMPTIONS

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN
STATED AND UNSTATED ASSUMPTIONS BY IDENTIFYING THEM AFTER READING
A GIVEN PARAGRAPH. %42

0532

DIRECTIONS - READ THE FOLLOWING PARAGRAPH. IN THE STATEMENTS BELOW CHOOSE *S* IF THE IDEA IS A STATED ASSUMPTION, SOMETHING YOU HAVE READ IN THE PARAGRAPH. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, SOMETHING YOU THINK IS TRUE BUT IS NOT ACTUALLY STATED IN THE PARAGRAPH, CHOOSE *U*.

0528

"MY KITTEN IS AFRAID" SAID TED. AND UP THE TREE HE WENT. DOWN CAME TED WITH THE KITTEN. "OH, LITTLE KITTEN" SAID TED. "I WAS NOT AFRAID. I WAS NOT AFRAID. I LIKE TO CLIMB TREES NOW."

TED'S KITTEN WAS UP IN THE TREE.

*S.

*U.

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TED CLIMBED UP THE TREE BECAUSE HIS KITTEN WAS AFRAID TO COME DOWN.

*S.

*U.

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8598

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TED USED TO BE AFRAID TO CLIMB TREES.

*S.

*U.

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8599

8599

TED LIKES TO CLIMB TREES NOW.

*S.

*U.

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8600

8600

TED WILL NO LONGER BE AFRAID TO CLIMB TREES.

*S.

*U.

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DIRECTIONS - READ THE FOLLOWING PARAGRAPH. IN THE STATEMENTS BELOW CHOOSE *S* IF THE IDEA IS A STATED ASSUMPTION, SOMETHING YOU HAVE READ IN THE PARAGRAPH. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, SOMETHING YOU THINK IS TRUE BUT IS NOT ACTUALLY STATED IN THE PARAGRAPH, CHOOSE *U*.

0530

DOWN THE ROAD WENT LITTLE RED CAR. "CHUG-CHUG-CHUGO OH," SAID LITTLE RED. "THIS IS NOT WHAT I WANT TO DO. I WANT TO FLY."

LITTLE RED CAR COULD *NOT* FLY.

*S.

*U.

8607

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8607

LITTLE RED CAR WAS UNHAPPY.

*S.

*U.

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8608

LITTLE RED CAR COULD GO FROM ONE PLACE TO ANOTHER.

*S.

*U.

8609

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8609

LITTLE RED CAR WANTED TO DO SOMETHING HE COULD *NOT* DO.

*S.

*U.

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DIRECTIONS - READ THE FOLLOWING PARAGRAPH. IN THE STATEMENTS BELOW CHOOSE *S* IF THE IDEA IS A STATED ASSUMPTION, SOMETHING YOU HAVE READ IN THE PARAGRAPH. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, SOMETHING YOU THINK IS TRUE BUT IS NOT ACTUALLY STATED IN THE PARAGRAPH, CHOOSE *U*.

0531

ONCE THERE WAS A FUNNY LITTLE MAN WHO HAD A TOY STORE.
 HIS NAME WAS MR. WILLING.
 HIS STORE WAS THE TALK OF THE TOWN.
 HE MADE ALL THE TOYS FOR HIS STORE.
 MR. WILLING WORKED ALL DAY, AND HE WORKED LATE AT NIGHT.

MR. WILLING WAS A FUNNY MAN.

*S.
 U.

8611
 8611
 8611

MR. WILLING HAD A TOY STORE.

*S.
 U.

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 8612

MR. WILLING'S STORE WAS FAMOUS.

*S.
 U.

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 8613
 8613

MR. WILLING MADE THE TOYS IN HIS STORE.

*S.
 *U.

8614
 8614
 8614

MR. WILLING WAS A HARD WORKER.

*S.
 *U.

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 8615

MR. WILLING WORKED DAY AND NIGHT.

*S.
 U.

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DIRECTIONS - READ THE FOLLOWING PARAGRAPH. IN THE STATEMENTS
 BELOW CHOOSE *S* IF THE IDEA IS A STATED ASSUMPTION, SOMETHING
 YOU HAVE READ IN THE PARAGRAPH. IF THE STATEMENT IS AN UNSTATED
 ASSUMPTION, SOMETHING YOU THINK IS TRUE BUT IS NOT ACTUALLY STATED
 IN THE PARAGRAPH, CHOOSE *U*.

0532

LITTLE BUNNY SAID, "WELL, WELLO
 WHAT IS THAT PRETTY RED THING?
 MAYBE IT'S SOMETHING TO EAT.
 I THINK I'LL TRY TO GET IT.
 MAYBE I CAN GET DOWN THE HILL FASTER THAN FAT PUPPY CAN."

BUNNY WAS CURIOUS ABOUT THE RED THING.

*S.
 U.

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 8617

THE RED THING WAS AT THE BOTTOM OF THE HILL.

*S.
 *U.

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BUNNY WANTED TO TRY TO GET THE RED THING.

*S.
 U.

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BUNNY THOUGHT HE COULD RUN FASTER THAN THE PUPPY.

*S.
 U.

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FAT PUPPY WAS TRYING TO GET THE RED THING.

*S.

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0531

DIRECTIONS - READ THE FOLLOWING PARAGRAPH. IN THE STATEMENTS
BELOW CHOOSE *S* IF THE IDEA IS A STATED ASSUMPTION, SOMETHING
YOU HAVE READ IN THE PARAGRAPH. IF THE STATEMENT IS AN UNSTATED
ASSUMPTION, SOMETHING YOU THINK IS TRUE BUT IS NOT ACTUALLY STATED
IN THE PARAGRAPH, CHOOSE *U*.

SOON THE WOMAN SAW A PIG.
"GOOD MORNING," SAID THE PIG.
"WHAT IS IN YOUR BROWN BASKET?"
"NOTHING," LAUGHED THE OLD WOMAN.
"NOTHING FOR YOU."
"MAY I SEE?" ASKED THE PIG.
"I'LL BE GLAD TO GIVE YOU A PENNY."
THE OLD WOMAN TOOK THE PENNY.

THE WOMAN CARRIED A BASKET.

S.

*U.

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8623

THE PIG WANTED TO LOOK INTO HER BROWN BASKET.

*S.

U.

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NOTHING WAS IN THE BASKET.

*S.

U.

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8625

THE PIG THOUGHT SOMETHING WAS IN THE BASKET.

S.

*U.

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THE WOMAN NEEDED THE PENNY.

S.

*U.

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THE WOMAN DID *NOT* WANT THE PIG TO LOOK IN THE BASKET.

S.

*U.

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DIRECTIONS - READ THE FOLLOWING PARAGRAPH. IN THE STATEMENTS
BELOW CHOOSE *S* IF THE IDEA IS A STATED ASSUMPTION, SOMETHING
YOU HAVE READ IN THE PARAGRAPH. IF THE STATEMENT IS AN UNSTATED
ASSUMPTION, SOMETHING YOU THINK IS TRUE BUT IS NOT ACTUALLY STATED
IN THE PARAGRAPH, CHOOSE *U*.

0534

"I HAVE SOME NEWS FOR YOU," MR. RABBIT SAID.

"GRANDMOTHER HEN IS GOING TO MOVE..."

SHE SAID THAT SHE IS GOING TO MOVE AWAY FROM THE LITTLE FARM NEXT
TO US."

"OH DEAR!" SAID MRS. RABBIT.

"WE WILL MISS GRANDMOTHER HEN..."

WE MUST GO AND TELL HER GOOD-BY.

LET'S GIVE A GOING-AWAY PARTY FOR HER."

MR. RABBIT HAD SOME NEWS TO TELL.

*S.

U.

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GRANDMOTHER HEN IS GOING TO MOVE FROM HER LITTLE FARM.

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*S.
U.

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8630

THE RABBITS ARE NOT GOING TO SEE GRANDMOTHER HEN AGAIN.

S.
*U.

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THE RABBITS PLAN TO GIVE GRANDMOTHER HEN A GOING-AWAY PARTY.

*S.
U.

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THE RABBITS LIKE GRANDMOTHER HEN.

S.
*U.

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GRANDMOTHER HEN IS GOING TO MOVE FAR AWAY.

S.
*U.

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8634

DIRECTIONS - READ THE FOLLOWING PARAGRAPH. IN THE STATEMENTS BELOW CHOOSE *S* IF THE IDEA IS A STATED ASSUMPTION, SOMETHING YOU HAVE READ IN THE PARAGRAPH. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, SOMETHING YOU THINK IS TRUE BUT IS NOT ACTUALLY STATED IN THE PARAGRAPH, CHOOSE *U*.

0539

THE CHEROKEE PEOPLE WERE EAGER TO LEARN TO READ AND WRITE. EVERYWHERE THEY PRACTICED WRITING. THEY PRINTED WITH A STICK IN THE DUST, WITH A KNIFE ON A TREE TRUNK, WITH A STONE ON ANOTHER STONE, WITH A PEN ON PAPER. IN A FEW MONTHS' TIME NEARLY ALL CHEROKEES COULD WRITE AND READ.

SEQUOYAH FELT REWARDED FOR HIS WORK WHEN HE SAW HIS PEOPLE SENDING LETTERS TO FRIENDS AND FAMILY AND BEGINNING TO WRITE DOWN THE WISDOM OF THE TRIBE. HIS WORK HAD BROUGHT HIM HAPPINESS. HE DID NOT DREAM IT WOULD BRING HIM HONORS IN THE YEARS TO COME.

THE CHEROKEES WERE EXCITED ABOUT LEARNING TO READ AND WRITE.

*S.
U.

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8656

THEY WROTE WORDS, PHRASES AND SENTENCES OVER AND OVER.

S.
*U.

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8657

THEY WROTE WHENEVER THEY HAD EXTRA TIME FROM THEIR DAILY TASKS.

S.
*U.

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SEQUOYAH FELT ALL HIS YEARS OF WORK WERE REALLY WORTHWHILE WHEN HE SAW HIS PEOPLE WRITING LETTERS TO EACH OTHER.

*S.
U.

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SEQUOYAH WOULD NOT LIVE LONG ENOUGH TO SEE HOW MUCH THE PEOPLE THOUGHT OF WHAT HE HAD DONE.

S.
*U.

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DIRECTIONS - READ THE FOLLOWING PARAGRAPH. IN THE STATEMENTS BELOW CHOOSE *S* IF THE IDEA IS A STATED ASSUMPTION, SOMETHING YOU HAVE READ IN THE PARAGRAPH. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, SOMETHING YOU THINK IS TRUE BUT IS NOT ACTUALLY STATED

0540

IN THE PARAGRAPH, CHOOSE *U*.

RUFF WATCHED, HIDING LIKE A WILD THING AMONG THE PINES. THE BOY LEFT THE TELESCOPE AND BEGAN FOOLING WITH THE FANCIEST FISHING ROD AND REEL RUFF HAD EVER SEEN. AT TIMES THE WHOLE FAMILY WANDERED OFF, LEAVING THE TELESCOPE BY THE FIRE.

HOW EASY TO TAKE IT BUT RUFF COULDN'T FACE HIS UNCLE IF HE DID, AND MARY KATE WOULD THROW SUCH A PRESENT BACK AT HIM.

RUFF WAS VERY INTERESTED IN WATCHING THE CAMPERS.

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S.

*U.

HE COULD EASILY TAKE IT WHILE THEY WERE AWAY FROM THE FIRE.

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*S.

U.

RUFF KNEW RIGHT FROM WRONG.

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S.

*U.

RUFF'S UNCLE WOULD BE HURT IF RUFF TOOK THE TELESCOPE.

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S.

*U.

MARY KATE WOULDN'T ACCEPT THE PRESENT.

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*S.

U.

EVALUATE MORAL

THE STUDENT WILL BE ABLE TO EVALUATE THE SELECTION *PILGRIM PLYMOUTH* MAKING JUDGEMENTS ABOUT VARIOUS INCIDENTS IN THE STORY BY WRITING REASONS FOR HIS JUDGEMENT. *06*

0648

DIRECTIONS - CHOOSE YES OR NO IF YOU AGREE OR DISAGREE TO THE FOLLOWING STATEMENTS ABOUT THE PILGRIMS AND THEN GIVE A REASON FOR YOUR ANSWER.

0658

WAS IT FAIR THAT WILLIAM BRADFORD GOT TO BE GOVERNOR OF PLYMOUTH LONGER THAN ANY OTHER MAN?

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A. YES

B. NO

GIVE A REASON FOR YOUR ANSWER.

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DO YOU FEEL GOVERNOR BRADFORD WASTED HIS TIME WRITING A HISTORY OF PLYMOUTH?

A. YES

B. NO

GIVE A REASON FOR YOUR ANSWER.

9924

DO YOU FEEL THAT IT WAS HARD FOR THE PILGRIMS TO DECIDE TO LEAVE THEIR HOMES?

- A. YES
- B. NO

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9925
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9925

GIVE A REASON FOR YOUR ANSWER.

DO YOU THINK IT WAS FAIR THAT THE PILGRIMS HAD TO LEAVE THEIR HOMES IN ORDER TO WORSHIP AS THEY PLEASED?

- A. YES
- B. NO

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9926
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9926

GIVE A REASON FOR YOUR ANSWER.

DO YOU THINK THAT VISITING PLYMOUTH TODAY WOULD HELP YOU LEARN MORE ABOUT THE PILGRIMS?

- A. YES
- B. NO

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GIVE A REASON FOR YOUR ANSWER.

WAS IT A GOOD IDEA FOR THE PILGRIMS TO HAVE THEIR PLACE OF WORSHIP ON A HILL?

- A. YES
- B. NO

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GIVE A REASON FOR YOUR ANSWER.

THE STUDENT WILL EVALUATE A LESSON IN A STORY AND SUBSTANTIATE A JUDGEMENT BY CHOOSING THE APPROPRIATE ANSWER TO A QUESTION AND WRITING THE REASONS FOR THE CHOICE. QUESTION IS BASED ON THE STORY *THE HARE AND THE HEDGEHOG.* %01

0405

DIRECTIONS-- AFTER READING THE QUESTION, CHOOSE EITHER YES OR NO. GIVE REASONS FOR YOUR CHOICE.

0326

DO YOU THINK THE HARE DESERVED THE TREATMENT HE GOT?

- A. YES
- B. NO

WHY DO YOU THINK SO?

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7312

THE STUDENT WILL EVALUATE THE LESSON TAUGHT IN THE STORY BY GIVING AN OPINION AND WRITING A REASON TO SUPPORT THAT OPINION. EXERCISES BASED ON *THE MAN WHO KEPT HOUSE.* %01

0413

THINK ABOUT THE STORY *THE MAN WHO KEPT HOUSE.* ALSO THINK ABOUT THE WORK YOUR MOTHER AND FATHER DO. ANSWER THE QUESTION BELOW AND GIVE A FEW REASONS FOR YOUR CHOICE.

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DO YOU THINK A MAN OR A WOMAN HAS THE EASIEST JOB?

THE STUDENT WILL EVALUATE A LESSON IN A STORY AND SUBSTANTIATE A

0421

JUDGMENT BY CHOOSING THE APPROPRIATE ANSWER TO THE QUESTION AND WRITING THE REASONS FOR THE CHOICE. QUESTION IS BASED ON THE STORY *THE BIG WHISTLE.* %010

DIRECTIONS-- AFTER READING THE QUESTION, CHOOSE EITHER YES OR NO. GIVE REASONS FOR YOUR CHOICE.

THE LESSON TAUGHT IN THE STORY *THE BIG WHISTLE* IS TO TAKE THE TIME TO HAVE FUN. DO YOU THINK THIS IS IMPORTANTO

A. YES

B. NO

WHY DO YOU THINK SOO

0326

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THE STUDENT WILL EVALUATE A LESSON FROM A STORY AND SUBSTANTIATE A JUDGMENT BY CHOOSING THE APPROPRIATE ANSWER TO THE QUESTION AND WRITING THE REASONS FOR THE CHOICE. QUESTION IS BASED ON THE STORY *THE LITTLE GRAY TRUCK.* %010

0430

DIRECTIONS-- AFTER READING THE QUESTION, CHOOSE EITHER YES OR NO. GIVE REASONS FOR YOUR CHOICE.

0326

IN THE STORY *THE LITTLE GRAY TRUCK* THE TRUCK FINALLY FOUND A PLACE WHERE HE WAS USEFUL WHEN HE BECAME A FIRETRUCK. DO YOU THINK IT IS IMPORTANT FOR A PERSON TO FEEL USEFUL AND FEEL HE FITS INO

A. YES

B. NO

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THE STUDENT WILL EVALUATE A LESSON FROM A STORY AND SUBSTANTIATE A JUDGMENT BY CHOOSING THE APPROPRIATE ANSWER TO THE QUESTION AND WRITING THE REASONS FOR THE CHOICE. QUESTION IS BASED ON THE STORY *SAM, RANGS AND MOONSHINE.* %010

0442

DIRECTIONS-- AFTER READING THE QUESTION, CHOOSE EITHER YES OR NO. GIVE REASONS FOR YOUR CHOICE.

0326

DO YOU THINK IT IS IMPORTANT FOR A PERSON TO LEARN THE DIFFERENCE BETWEEN REAL AND MAKE-BELIEVED

A. YES

B. NO

WHY DO YOU THINK SOO

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THE STUDENT WILL EVALUATE A LESSON FROM A STORY AND SUBSTANTIATE A JUDGMENT BY CHOOSING THE APPROPRIATE ANSWER TO THE QUESTION AND WRITING THE REASONS FOR THE CHOICE. QUESTION IS BASED ON *THE TURTLE WHO TALKED TOO MUCH.* %010

0450

WE SOMETIMES SAY COUNT TO TEN BEFORE YOU SPEAK WHICH IS JUST ANOTHER WAY OF SAYING *THINK FIRST.* DO YOU THINK IT IS IMPORTANT TO COUNT TO TEN BEFORE YOU SPEAKO

A. YES

B. NO

7468

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ANALOGY

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO PERCEIVE ANALOGOUS RELATIONSHIPS AND TO ANALYZE THE RELATIONSHIP BETWEEN THE FIRST TWO WORDS BY SELECTING THE WORD WHICH COMPLETES THE ANALOGY. 80

0179

TEACHER TELLS CHILD-- IN EACH SENTENCE, A WORD HAS BEEN LEFT OUT. READ EACH SENTENCE TO YOURSELF. THEN CHOOSE THE ONE WORD WHICH BEST COMPLETES THE SENTENCE.

0160

BOY IS TO GIRL AS MAN IS TO _____

- A. GRANDMOTHER
- B. GRANDFATHER
- *C. WOMAN

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LEAF IS TO TREE AS ROOM IS TO _____

- A. ROOF
- B. WALL
- *C. HOUSE

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EGG IS TO CHICKEN AS SEED IS TO _____

- A. HEN
- *B. PLANT
- C. BREAKFAST

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KITTEN IS TO CAT AS CALF IS TO _____

- A. HORSE
- *B. COW
- C. MULE

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NIGHT IS TO DAY AS DARK IS TO _____

- A. COLD
- *B. LIGHT
- C. BLACK

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GREEN IS TO GRASS AS YELLOW IS TO _____

- *A. SUN
- B. SEED
- C. SKY

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PILLOW IS TO SOFT AS ROCK IS TO _____

- A. LARGE
- B. WARM
- *C. HARD

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HEAR IS TO CRASH AS TASTE IS TO _____

- A. BUZZ
- *B. CANDY
- C. BANG

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 GIVEN ONE COMPLETE SENTENCE AND ONE PARTIAL SENTENCE, THE STUDENT
 WILL DEMONSTRATE HIS ABILITY TO FORM ANALOGOUS RELATIONSHIPS BY
 COMPLETING THE SECOND SENTENCE IN A RELATIONSHIP ANALOGOUS TO THE
 RELATIONSHIP IN THE FIRST. %16

0395

BIRDS FLY.

FISH _____

- A. BITE
- *B. SWIM
- C. EAT

1104176
 1104176
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 1104176

WE COOK IN A KITCHEN.

WE SLEEP IN _____

- *A. BEDROOM
- B. BED
- C. TENT

1104177
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 1104177

SOUP IS HOT.

ICE CREAM IS _____

- *A. COLD
- B. SOFT
- C. SWEET

1104178
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BOATS SAIL IN WATER.

PLANES FLY _____

- *A. IN AIR
- B. HIGH
- C. FAST

1104179
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WHEN WE ARE TIRED, WE REST.

WHEN WE ARE HUNGRY, WE _____

- A. PLAY
- *B. FAT
- C. DRINK

1104180
 1104180
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AN ARM HAS AN ELBOW.

A LEG HAS A _____

- A. FOOT
- B. TOE
- *C. KNEE

1104181
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SENTENCES ARE MADE OF WORDS.

WORDS ARE MADE OF _____

- A. NUMBERS
- *B. LETTERS
- C. SENTENCES

1104182
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CHILDREN READ BOOKS.

CHILDREN _____ RECORDS.

- A. READ
- *B. LISTEN TO
- C. PLAY

1104183
 1104183
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CATS HAVE FUR.

BIRDS HAVE _____

- A. NESTS
- *B. FEATHERS
- C. WORMS

1104184
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GRASS IS GREEN.

THE SKY IS _____

A. HIGH

B. CLOUDY

*C. BLUE

A CAR IS HEAVY.

COTTON IS _____

A. ROUND

B. WHITE

*C. LIGHT

ICE CREAM IS SOFT.

A ROCK IS _____

*A. HARD

B. BIG

*C. GREY

THE OCEAN IS DEEP.

THE MOUNTAIN IS _____

A. BLUE

*B. HIGH

*C. CLOUDY

EARS ARE FOR HEARING.

EYES ARE FOR _____

A. TEARING

B. BLINKING

*C. SEEING

A BEE MAKES HONEY.

A COW _____

*A. GIVES MILK

B. MOOS

*C. EATS GRASS

FISH HAVE SCALES.

DOGS HAVE _____

A. TAILS

*B. FUR

*C. FARS

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THE STUDENT WILL SHOW HIS UNDERSTANDING OF ANALOGIES, ANALYZING A GIVEN PAIR OF WORDS BY SELECTING A WORD TO COMPLETE THE ANALOGY. THE VOCABULARY IS TAKEN FROM THE STORY *THE TERRIBLE FRIGHT.* *15

0639

DIRECTIONS - CHOOSE THE WORD WHICH IS RELATED TO THE UNDERLINED WORD IN THE SAME WAY THE FIRST TWO WORDS ARE RELATED.

0651

CHICAGO IS TO ILLINOIS AS *PLYMOUTH* IS TO _____

*A. MASSACHUSETTS

B. NEW YORK

*C. MAINE

9855

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9855

COLD IS TO HOT AS *COMMON* IS TO _____

A. ALIKE

B. SAME

*C. DIFFERENT

9856

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MILK IS TO ICE CREAM AS *TREES* ARE TO _____

- A. GROUND
- *B. LOGS
- C. ROOTS

9857

9857

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EGGS ARE TO CARTONS AS *THATCH* IS TO _____

- *A. BUNDLES
- B. WOOD
- C. STRAW

9858

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GILES IS TO BARTH AS *PETER* IS TO _____

- A. THOMAS
- *B. JOHN
- C. WILLIAM

9859

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APARTMENT IS TO CITY AS *LOG CABIN* IS TO _____

- *A. SETTLEMENT
- B. CITY
- C. HOUSE

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UP IS TO DOWN AS *CHEERFUL* IS TO _____

- A. HAPPY
- B. EXCITED
- *C. GLOOMY

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9861

KNOW IS TO NO AS *MEET* IS TO _____

- A. MET
- *B. MEAT
- C. MEAN

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TIRED IS TO SLEEP AS *STUMBLER* IS TO _____

- *A. FALL
- B. TRIP
- C. SKID

9863

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ROAR IS TO LION AS *HOWL* IS TO _____

- A. HORSE
- B. CAT
- *C. WOLF

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WET IS TO DRY AS *HELPER* IS TO _____

- A. HANDY
- *B. USELESS
- C. HELPER

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TABLE IS TO EATING AS *BED* IS TO _____

- A. MATTRESS
- B. BLANKET
- *C. ASLEEP

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RESTING IS TO BED AS *ATTACK* IS TO _____

- *A. DIE
- B. WAR
- C. PEACE

9867

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SOAP IS TO WASHED AS *SIGNAL* IS TO _____

- *A. WARNED
- B. RED LIGHT
- C. SIGN

9868

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ORANGE IS TO APPLE AS *SQUARE* IS TO _____
 A. RULER.
 *B. BOX.
 C. CIRCLE.

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THE STUDENT CAN APPLY HIS KNOWLEDGE OF THE IDEAS CONTAINED IN ONE STORY BY MATCHING THEM WITH A SIMILAR BUT UNFAMILIAR STORY. BASED ON THE STORY *CITY MOUSE AND COUNTRY MOUSE.* %030

0476

DIRECTIONS - READ THE FOLLOWING STORY AND CHOOSE ANSWERS TO THE QUESTIONS THAT FOLLOW.

0355

ONCE THERE WERE TWO BOYS NAMES BILL AND JOHN. BILL HAD A BRAND NEW SHINY BIKE. HE RODE IT TO JOHN'S HOUSE TO SHOW JOHN.

JOHN HAD AN OLD BIKE THAT ALL OF A SUDDEN LOOKED VERY SMALL NEXT TO BILL'S. JOHN LIKED HIS BIKE, AND IT ALWAYS TOOK HIM WHERE HE WANTED TO GO, BUT NOW HE FELT IT WASN'T ANY GOOD.

BILL SAID, "JOHN, YOU MAY RIDE MY NEW BIKE DOWN THE STREET IF YOU WOULD LIKE." JOHN WAS SO HAPPY HE HAD NEVER RIDDEN ON A BIG BIKE. SO OFF HE WENT.

AS JOHN WAS RIDING DOWN THE STREET, HE HIT A ROCK AND FELL. AS HE LOOKED AT HIS SCRAPED ARM HE SAID, "MY OWN BIKE MAY BE SMALL, BUT AT LEAST I FEEL SAFE ON IT."

JOHN REMINDS YOU OF WHICH CHARACTER FROM *CITY MOUSE AND COUNTRY MOUSE*?

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 7615

- A. CITY MOUSE
- *B. COUNTRY MOUSE
- C. THE CAT

BILL REMINDS YOU OF WHICH CHARACTER FROM *CITY MOUSE AND COUNTRY MOUSE*?

7616
 7616
 7616
 7616
 7616

- *A. CITY MOUSE
- B. COUNTRY MOUSE
- C. THE CAT

WHEN JOHN SAID, "MY OWN BIKE MAY BE SMALL, BUT AT LEAST I FEEL SAFE," HE SOUNDED LIKE THE COUNTRY MOUSE SAYING _____.

7617
 7617
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 7617

- A. COME AND LIVE WITH ME IN THE CITY
- *B. IT IS BETTER TO LIVE A LONG TIME IN THE COUNTRY THAN TO LIVE A SHORT TIME IN THE CITY
- C. WELL, WELL, WE GOT AWAY FROM THE CAT THAT TIME

THE STUDENT CAN APPLY HIS KNOWLEDGE OF THE IDEA AND CHARACTERS OF A FAMILIAR STORY *A CLEVER FOX* TO THOSE OF AN UNFAMILIAR ONE BY CHOOSING SIMILARITIES AND DIFFERENCES FROM A LIST OF CHOICES. %040

0483

DIRECTIONS - READ THE FOLLOWING STORY AND COMPARE IT TO *A CLEVER FOX* BY CHOOSING THE WORD OR WORDS TO COMPLETE THE STATEMENT.

0359

IT WAS APRIL FOOL'S DAY, AND ALL OF THE CHILDREN CAME TO SCHOOL JUST LIKE ANY OTHER DAY. THEY ALL LOOKED JUST AS THEY DID ON ANY OTHER DAY, TOO, EXCEPT FOR MIKE WHO HAD A SLY GRIN ON HIS FACE. AS THE CHILDREN WERE WALKING INTO THE BUILDING MIKE CRIED, "FIRE, I SMELL SMOKE." ALL THE CHILDREN RUSHED TO THE PLAYGROUND.

AND MIKE SAID, "HA, HA, APRIL FOOL." NO ONE THOUGHT HE WAS VERY FUNNY.

WHEN THE CHILDREN WERE ALL BACK IN THE ROOM, MIKE WHISPERED TO BILL, "WE AREN'T HAVING A SPELLING TEST TODAY, THE TEACHER SAID," BUT AS THEY BEGAN THEIR TEST BILL LOOKED AT MIKE WHO SAID, "APRIL FOOL."

AFTER LUNCH MIKE TOLD THE TEACHER HE DIDN'T FEEL WELL AND NEEDED TO GO TO THE NURSE'S OFFICE. AFTER AN HOUR HE CAME BACK AND SAID, "HA, HA, I WASN'T REALLY SICK. I JUST WANTED TO TAKE A NAP. APRIL FOOL."

MIKE HAD MISSED SO MUCH WORK THAT DAY THE TEACHER SAID, "BECAUSE YOUR WORK ISN'T FINISHED, YOU'LL HAVE TO STAY AFTER SCHOOL UNTIL YOU ARE CAUGHT UP."

THE FOX IN *A CLEVER FOX* WAS *MOST* LIKE ... IN THIS STORY.

- A. BILL
- *B. MIKE
- C. THE TEACHER

7640
7640
7640
7640

THE OLD WOMAN WHO TOOK THE FOX'S BAG WAS *MOST* LIKE ... IN THE STORY.

- *A. BILL
- B. MIKE
- C. THE TEACHER

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THE BIG BOY IN *A CLEVER FOX* WAS MOST LIKE ... IN THIS STORY.

- A. BILL
- B. MIKE
- *C. THE TEACHER

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7642
7642
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THE MAIN IDEA OF BOTH STORIES COULD BE ...

- A. TRICKS ARE FUN TO PLAY ON OTHERS
- *B. SOMETIMES YOU'RE NOT AS CLEVER AS YOU THINK
- C. IF YOU THINK HARD, YOU CAN ALWAYS FOOL EVERYONE

7643
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7643

THE STUDENT CAN APPLY PRINCIPLES CONTAINED IN THE FAMILIAR STORY *FOREST FRIENDS* TO A NEW STORY *THE LION AND THE MOUSE* BY MATCHING SIMILARITIES AND DIFFERENCES. #04#

0494

DIRECTIONS - *TEACHERS NOTE - *THE LION AND THE MOUSE* IS FOUND ON P. 69 OF THE SCOTT FORESMAN WORKBOOK TO ACCOMPANY *MORE FRIENDS OLD AND NEW.* REFER STUDENT TO THIS, COPY IT, OR READ ALOUD.n

0368

READ THE FOLLOWING QUESTIONS AND CHOOSE THE *BEST* ANSWER.

WHEN THE MOUSE WAS LOOKING FOR FOOD AND BUMPED INTO THE LION, SHE WAS LIKE WHAT CHARACTER FROM *FOREST FRIENDS*?

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- A. THE MOUSE
- *B. THE DEER
- C. THE TURTLE

WHEN THE LION WAS CAUGHT IN THE TRAP, HE WAS LIKE WHAT CHARACTER FROM *FOREST FRIENDS*?

7703
7703
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7703

- *A. THE DEER
- B. THE CROW
- C. THE MOUSE

THE MOUSE IN EACH STORY	7704
A. WAS ALMOST KILLED.	7704
B. WAS ALWAYS AFRAID.	7704
*C. CHEWED THE TRAP ROPES.	7704

THE MAIN IDEA OF EACH STORY COULD BE	7705
A. A MOUSE IS VERY BRAVE EVEN IF HE IS SMALL.	7705
*B. KIND ACTS OF FRIENDSHIP ARE NEVER FORGOTTEN.	7705
C. EVEN VERY LARGE ANIMALS CAN GET CAUGHT IF THEY ARE NOT CAREFUL.	7705

THE STUDENT WILL APPLY HIS KNOWLEDGE OF CHARACTERS AND EVENTS OF *GRAY AND THE RABBITS* TO ANOTHER UNFAMILIAR STORY BY SELECTING SIMILARITIES AND DIFFERENCES. 304	0515
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DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.	0323
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IN THE HOUSE NEXT DOOR LIVE TWO BROTHER BEAGLES, SNOOPY AND SNAPPY. USUALLY THEY ARE VERY GOOD DOGS AND PLAY NICELY TOGETHER.	7835
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ONE DAY THEY WERE ROMPING DOWN THE STREET AND CAME UPON A BONE THE GARBAGE MAN HAD DROPPED. SNOOPY RAN TOWARD IT, AND SNAPPY WAS RIGHT BEHIND HIM. "I GOT IT FIRST" SAID SNOOPY. "BUT I SAW IT FIRST" SAID SNAPPY TUGGING AT THE BONE. "IT'S MINE" NO IT'S MINE"	7835
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ALL THE TIME WHILE SNOOPY AND SNAPPY WERE FIGHTING, THEY DIDN'T SEE THE BIG COLLIE COMING TOWARD THEM. WHEN THEY OPENED THEIR MOUTHS TO SAY "NO, IT'S MINE" THE COLLIE STEPPED UP, GRABBED THE BONE, AND RAN AWAY SAYING IN A MUFFLED VOICE, "DON'T YOU KNOW IT'S BETTER TO HAVE HALF A BONE THAN NO BONE AT ALL"	7835
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SNOOPY AND SNAPPY IN THIS STORY ARE SIMILAR TO ... IN *GRAY OWL AND THE RABBITS.*	7835
A. THE RABBITS	7835
*B. GRAY OWL	7835
C. HORNED OWL	7835

THE COLLIE IN THIS STORY COULD BE SIMILAR TO ... IN *GRAY OWL AND THE RABBITS.*	7836
A. THE RABBIT	7836
B. GRAY OWL	7836
*C. HORNED OWL	7836

THE BONE IN THIS STORY IS SIMILAR TO ... IN *GRAY OWL AND THE RABBITS.*	7837
A. MOUSE	7837
B. HORNED OWL	7837
*C. RABBITS	7837

DON'T YOU KNOW ITS BETTER TO HAVE HALF A BONE THAN NO BONE AT ALL MEANS	7838
A. THE COLLIE WANTS TO CUT THE BONE FOR THEM	7838
*B. EVEN HAVING ONLY SOME OF ALL YOU WANT IS BETTER THAN NOTHING	7838
C. IF YOU CAN'T HAVE A WHOLE BONE, THEN DON'T HAVE ANYTHING	7838

THE STUDENT WILL RECOGNIZE THE LIKENESSES OF OBJECTS BY CHOOSING
A WRITTEN STATEMENT THAT TELLS HOW ALL THE ITEMS DRAWN IN THE
PICTURE ARE ALIKE. %50 0154

LOOK AT THE PICTURE. CHOOSE THE SENTENCE THAT BEST TELLS HOW ALL
THE OBJECTS IN THE PICTURE ARE ALIKE. 0135

PICTURE OF A SUN, FIRE, AND LIGHTED MATCH. 1101204
*A. THEY ALL GIVE HEAT. 1101204
B. THEY ALL NEED WOOD TO BURN. 1101204
*C. THEY ALL MUST BE LIGHTED. 1101204

PICTURE OF A ROCK, A TABLE, AN ICE BLOCK. 1101205
A. THEY ARE ALL CLEAR. 1101205
B. THEY ARE ALL COLD. 1101205
*C. THEY ARE ALL HARD. 1101205

PICTURE OF A CRAYON, A TYPEWRITER, A PENCIL. 1101206
*A. THEY ALL ARE USED TO WRITE. 1101206
B. THEY ALL NEED TO BE SHARPENED. 1101206
C. THEY ALL MAY BE HELD IN ONE HAND. 1101206

PICTURE OF AN ICE CREAM, ICICLE, REFRIGERATOR. 1101207
A. THEY ARE ALL GOOD TO EAT. 1101207
*B. THEY ARE ALL COLD. 1101207
C. THEY ARE ALL WHITE. 1101207

PICTURE OF A LAWN MOWER, A RAKE, A BROOM. 1101208
*A. WE USE THEM TO DO WORK. 1101208
B. WE USE THEM TO SWEEP. 1101208
C. THEY ARE SHARP. 1101208

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH SIMILARI-
TIES AND DIFFERENCES AMONG ITEMS BY CATEGORIZING GIVEN OBJECTS
INTO GROUPS. %90 0560

DIRECTIONS - SELECT THE ITEM THAT DOES *NOT* BELONG IN THE
CATEGORY OF THE OTHER ITEMS. 0586

A. MILK 9233
B. TEA 9233
*C. CANDY 9233
D. SODA POP 9233

A. SHOES 9234
B. SHIRT 9234
C. COAT 9234
*D. UMBRELLA 9234

A. PEN 9235
*B. SCISSORS 9235
C. PENCIL 9235
D. CRAYON 9235

9236

- B. TRAIN
- C. BOAT
- D. PLANE

9236
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9236

- A. TEDDY BEAR
- B. TIN SOLDIERS
- C. ELECTRIC TRAIN
- *D. BUBBLE GUM

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- A. MOTHER
- *B. NEIGHBOR
- C. SISTER
- D. BROTHER

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- A. BOOK
- B. NEWSPAPER
- *C. RADIO
- D. COMIC BOOK

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9239

- *A. FLOWER
- B. DOG
- C. RABBIT
- D. BIRD

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- A. CUP
- *B. FORK
- C. GLASS
- D. MUG

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THE STUDENT CAN DEMONSTRATE HIS ABILITY TO PERCEIVE RELATIONSHIPS
BY ANALYZING A GROUP OF ITEMS AND SELECTING THE ONE WHICH IS
NOT RELATED TO THE OTHERS. %11

0623

DIRECTIONS - IN EACH GROUP OF WORDS, ONE THING IS *NOT* LIKE THE
OTHERS IN SOME WAY. READ EACH GROUP OF WORDS CAREFULLY AND CHOOSE
THE THING THAT IS *NOT* LIKE THE OTHERS.

0636

WHICH ONE IS *NOT* LIKE THE OTHERS?

- A. RUN
- *B. TALK
- C. JUMP
- D. WALK

9711
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WHICH ONE IS *NOT* LIKE THE OTHERS?

- A. AN OLD HEN
- *B. SALLY'S BLUE HORSE
- C. TWO FAT PIGS
- D. A LITTLE DUCK

9713
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WHICH ONE IS *NOT* LIKE THE OTHERS?

- A. MORNING
- B. NOON
- *C. YEAR
- D. NIGHT

9714
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WHICH ONE IS *NOT* LIKE THE OTHERS?

- A. CAT
- B. DOG

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9715

*C. BIRD
D. RABBIT

9715
9715

WHICH ONE IS *NOT* LIKE THE OTHERS

- A. A RAT AND BALL
- B. A TALKING DOLL
- *C. A FOOTBALL GAME
- D. A NEW TOY JET

9716
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WHICH ONE IS *NOT* LIKE THE OTHERS

- *A. SOME MEAT
- B. BIRTHDAY CAKE
- C. A CANDY BAR
- D. GOOD CUPCAKES

9717
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WHICH ONE IS *NOT* LIKE THE OTHERS

- A. A TOY STORE
- B. A FARMHOUSE
- *C. THE CHILDREN'S ZOO
- D. A BIG SCHOOL

9718
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WHICH ONE IS *NOT* LIKE THE OTHERS

- A. A SLOW SNAIL
- B. DICK'S TURTLE
- C. SOME GOLDFISH
- *D. A LITTLE KITTEN

9719
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9719

WHICH ONE IS *NOT* LIKE THE OTHERS

- A. A NEW COAT
- B. YOUR BLUE HAT
- *C. A GOOD RED
- D. MY GOOD SHOES

9720
9720
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9720

WHICH ONE IS NOT LIKE THE OTHERS

- A. A PRETTY BUTTERFLY
- B. A LITTLE BEE
- C. A BLUEBIRD
- *D. A BIG JET

9721
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WHICH ONE IS *NOT* LIKE THE OTHERS

- *A. A FARM
- B. A HOUSE
- C. A SCHOOL
- D. A STORE

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THE STUDENT WILL ANALYZE TO FIND AN ANALOGOUS RELATIONSHIP
BETWEEN A PAIR OF IDENTIFIED PICTURED OBJECTS BY SELECTING THE
SECOND PAIR OF IDENTIFIED PICTURED OBJECTS FROM A CHOICE OF
THREE THAT HAS THE SAME ANALOGOUS RELATIONSHIP AS THE FIRST
PAIR. #14

0912

DIRECTIONS-- SELECT THE WORD WHICH WILL SHOW THE SAME RELATION-
SHIP THAT YOU SEE BETWEEN THE FIRST TWO WORDS.

BOY --GIRL

MAN--

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1106245
1106245
1106245

ERIC
• WOMAN
• BABY
• ROY

HAND--MAN
A. FOOT
*B. DOG
C. TAIL

TWIG--TREE
A. GRASS
*B. FLOWER
C. SEED

CAR--ROAD
A. RIDE
B. CAR
*C. TRACK

PLANE--AIR
*A. WATER
B. SHIP
C. SAIL

CHALK--BLACKBOARD
A. ERASER
*B. PAPER
C. PEN

RING--FINGER
*A. ARM
B. CHAIN
C. NECK

CLOTHES--MAN
A. COAT
*B. BEAR
C. BIRD

COW--MILK
*A. EGG
B. CHICKEN
C. FARM

RUG--FLOOR
A. DESK
B. CHAIR
*C. WINDOW

SOCK--FOOT
A. ARM
*B. HAND
C. LEG

LID--PAN
A. FLOOR
B. SKY
*C. HOUSE

CHEE--HIVE
A. HONEY
*B. CAVE
C. CUB

PAW--

PETAL--

TRAIN--

BOAT--

PENCIL--

BRACELET--

FUR--

HEN--

CURTAIN--

GLOVE--

ROOF--

BEAR--

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SLIPPERS--BATHROBE BOOTS--
 *A. RAINCOAT
 B. SHOES
 C. HAT

1106259
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 1106259

PREDICTIONS

THE STUDENT CAN APPLY HIS KNOWLEDGE OF A CHARACTER FROM *THE MYSTERY OF MORGAN CASTLE* TO PREDICT WHAT HE PROBABLY WOULD DO IN A NEW SITUATION BY SELECTING FROM GIVEN CHOICES THE APPROPRIATE ACTIVITY. 804B

0504

DIRECTIONS - FROM WHAT YOU KNOW ABOUT THE FOLLOWING CHARACTERS CHOOSE WHAT EACH WOULD PROBABLY DO IN THE FOLLOWING CIRCUMSTANCES.

0382

GABBY HAS HEARD THERE WAS A BANK ROBBERY IN THE NEXT TOWN AND 90,000 DOLLARS WAS TAKEN.

GABBY PROBABLY WOULD _____
 A. RUN TO TELL BILL AND VINNY ABOUT IT
 *B. PLAN A WAY TO FIND THE MONEY AND ROBBERS
 C. FORGET ALL ABOUT IT AND GO SURFING

7781
 7781
 7781
 7781

HILL PROBABLY WOULD _____
 A. THINK A PLAN TO FIND THE MONEY WAS A GOOD IDEA
 B. TELL GABBY THAT THERE WASN'T REALLY ANY BANK ROBBERY
 *C. TELL GABBY THE POLICE KNOW WHAT THEY ARE DOING AND HE SHOULD STAY OUT OF IT

7782
 7782
 7782
 7782
 7782

HILL AND GABBY THINK THEY MAY HAVE A CLUE ABOUT THE MISSING 90,000 DOLLARS.

0383

HILL WOULD _____
 A. GO TO THE POLICE
 *B. CAREFULLY GO OVER WHAT HE KNOWS
 C. TRY TO FORGET HE EVER HEARD A THING

7783
 7783
 7783
 7783

VINNY WOULD _____
 *A. GO TO THE POLICE
 B. SAY THEY SHOULD TELL THEIR PARENTS
 C. BECOME VERY FRIGHTENED

7784
 7784
 7784
 7784

EMOTION IN CHARACTERS

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF EMOTIONAL WORDS
BY IDENTIFYING EMOTIONAL WORDS FROM A LIST OF MANY WORDS. %19

0564

DIRECTIONS - DETERMINE WHETHER THE FOLLOWING WORDS ARE EMOTIONAL
OR NOT.

0590

- A. EMOTIONAL
B. NOT EMOTIONAL

HATE

*A.

B.

9278

9278

9278

WHISTLE

A.

*B.

9279

9279

9279

DISLIKE

*A.

B.

9280

9280

9280

LOVE

*A.

B.

9281

9281

9281

SWING

A.

*B.

9282

9282

9282

TATTLE-TALE

*A.

B.

9283

9283

9283

SMILE

A.

*B.

9284

9284

9284

COLLECT

A.

*B.

9285

9285

9285

TERRIBLE

*A.

B.

9286

9286

9286

BRATTY

*A.

B.

9287

9287

9287

LIAR

*A.

B.

9288

9288

9288

FORGIVE

A.

*B.

9289

9289

9289

THANK

A.

*B.

9290

9290

9290

BULLY
*A.
R.

9291
9291
9291

CLIMB
A.
*R.

9292
9292
9292

MEAN
*A.
B.

9293
9293
9293

PUSH
A.
*R.

9294
9294
9294

JUMP
A.
*R.

9295
9295
9295

CRAZY
*A.
R.

9296
9296
9296

AFTER CLASS DISCUSSIONS, THE STUDENT WILL SHOW HIS UNDERSTANDING
OF WORDS THAT EXPRESS A FEELING BY CHOOSING THE WORD THAT EX-
PRESSES A FEELING FROM GIVEN SENTENCES. *10*

0462

DIRECTIONS - CHOOSE THE WORD IN THE SENTENCE THAT EXPRESSES A
FEELING.

0347

A B C
THE *NOISE* FROM THE *WOODS* *SCARED* LAURA.
A.
R.
*C.

7557
7557
7557
7557
7557

A B C
THE *LOG* *HOUSE* WAS *COZY*.
A.
R.
*C.

7558
7558
7558
7558
7558

A B C
THE *DEER* *WAS* *SHY*.
A.
R.
*C.

7559
7559
7559
7559
7559

A B C
THE *PIG* WAS *AFRAID* OF THE *REAR*.
A.
*R.
C.

7560
7560
7560
7560

A B C
LAURA WAS *EXCITED* *ABOUT* *CHRISTMAS*.
*A.

7561
7561
7561

R.
C.

7561
7561

A B C
PA WAS *TIRED* AFTER *HUNTING* ALL *DAY.*

7562
7562
7562
7562
7562

*A.
R.
C.

A B C
LAURA AND *MARY* WERE *GLAD* PA TRAPPED A *BEAR.*

7563
7563
7563
7563
7563

A.
*B.
C.

A B C
MA WAS *HAPPY* TO BE *GOING* TO THE *STORE.*

7564
7564
7564
7564
7564

*A.
B.
C.

A B C
LAURA *LOVED* HER *NEW* RAG *DOLL.*

7565
7565
7565
7565
7565

*A.
B.
C.

A B C
CHARLEY *HATED* THE YELLOW-JACKETS THAT STUNG *HIM.*

7566
7566
7566
7566
7566

A.
*B.
C.

THE STUDENT WILL APPLY HIS UNDERSTANDING OF EMOTIONAL WORDS BY
WRITING WORDS THAT COULD REPLACE EMOTIONAL WORDS IN A GIVEN
SENTENCE. %04

0521

DIRECTIONS - READ THE SENTENCES. WRITE WORDS OR PHRASES WHICH YOU
MIGHT USE IN PLACE OF THE UNDERLINED WORD.

0390

THE MOUSE WAS SO *FRIGHTENED* THAT SHE COULD HARDLY STOP SHAKING.

7993

BUT NOT BEFORE THE CAT *SNAPPED* OFF PART OF MY TAIL

7994

THE *FIERCE* CAT WILL GOBBLE YOU UP.

7995

DO NOT LET HIM *GOBBLE* YOU UP.

7996

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INFER THE EMOTIONS OF
CHARAGTERS IN A STORY BY CHOOSING THE CORRECT EMOTION FROM A
LIST OF THREE EMOTIONS. %11

0387

DIRECTIONS-- CHOOSE THE WORD THAT BEST TELLS THE FEELING OF THE
PARAGRAPH.

0320

GEORGE COULD HARDLY WAIT TO GET TO HIS PET RABBIT'S CAGE. HE KNEW THAT SOON THERE WOULD BE BABY BUNNIES AND HE WISHED THAT THIS WOULD BE THE DAY HE WOULD FIND THEM. GEORGE PROBABLY FELT _____.

A. ALONE
 *B. HOPEFUL
 C. LUCKY

WHEN GEORGE GOT TO HIS RABBIT'S CAGE HE BEGAN TO SMILE. HE FOUND WHAT HE HAD BEEN WAITING FOR. THERE WERE FIVE NEW BABY BUNNIES. GEORGE PROBABLY FELT _____.

*A. HAPPY
 B. FRIENDLY
 C. FOOLISH

THERE WAS A NEW BOY IN THE CLASS. TED WONDERED WHAT HIS NAME WAS AND WHAT HE WOULD BE LIKE. HE SAW ALL OF THE OTHER CHILDREN CROWDED AROUND HIM. TED WENT CLOSER SO HE COULD MEET HIM TOO. TED WAS _____.

A. HAPPY
 B. HELPFUL
 *C. INTERESTED

"HELLO JIM, MY NAME IS JACK. I LIVE ACROSS THE STREET AND I'M VERY HAPPY YOUR FAMILY HAS MOVED HERE. I WOULD LIKE FOR YOU TO COME PLAY IN MY YARD IF YOUR MOTHER SAYS YOU MAY." JACK PROBABLY FELT _____.

A. EXCITED
 B. HAPPY
 *C. FRIENDLY

ANN FOUND AN INTERESTING TRAIL THAT LED AWAY FROM THE SPOT WHERE SHE AND HER FAMILY WERE CAMPING. SHE FOLLOWED IT FOR A WAY, AND THEN STOPPED. FOR AS FAR AS SHE COULD SEE THERE WERE NO OTHER PEOPLE. SHE COULD NOT HEAR ANY VOICES. SHE SHOUTED "HELLO," BUT THERE WAS NO ANSWER. THERE WERE ONLY THE TREES. ANN PROBABLY FELT _____.

*A. ALONE
 B. SAD
 C. ANGRY

"I WOULD NEVER GET ANYWHERE IF I WENT AS SLOWLY AS THE TURTLE." SAID THE HARE. "I CAN RUN LIKE THE WIND. THERE ARE VERY FEW ANIMALS IN THE FOREST THAT CAN RUN AS FAST AS I CAN." THE HARE WAS _____.

A. SLY
 *B. ROASTFUL
 C. JOLLY

ALL THE CHILDREN AT THE PARTY WERE WATCHING DEBBIE OPEN HER PRESENTS. ONE PACKAGE LOOKED VERY INTERESTING. WHY DOESN'T SHE OPEN THAT ONE NEXT. THEY THOUGHT. FINALLY SHE PICKED IT UP. SHE SLOWLY TOOK THE RIBBON OFF, AND THEN THE PAPER. THE CHILDREN COULD HARDLY WAIT TO SEE WHAT WAS INSIDE. OH WHY DOESN'T SHE HURRY, THEY THOUGHT. THE CHILDREN WERE _____.

A. SURPRISED
 B. ANGRY
 *C. EXCITED

JILL LIKED THE MONKEY CAGE BETTER THAN ANY OTHER PLACE IN THE ZOO. THERE WAS ONE MONKEY THAT WAS HER FAVORITE. SHE WATCHED HIM MORE THAN ANY OF THE OTHER MONKEYS. AS SHE MOVED A LITTLE CLOSER TO SEE HIM BETTER, HE TURNED AROUND AND SPIT WATER RIGHT IN JILL'S FACE. JILL PROBABLY FELT _____.

- *A. SURPRISED
- B. LUCKY
- C. EXCITED

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1104081

MISS WHITE'S ARMS WERE FILLED WITH PACKAGES. JERRY WAS WALKING OUT OF HIS DOOR AS SHE WALKED BY. HE RUSHED OVER TO HER AND TOOK SOME OF HER PACKAGES AND CARRIED THEM TO HER HOME. JERRY PROBABLY FELT _____.

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1104082

- A. PROUD
- B. PLEASED
- *C. HELPFUL

MRS. GOOSE HAD NEVER BAKED COOKIES BEFORE. ONE DAY, SHE DECIDED TO MAKE SOME APPLE COOKIES. SHE INVITED ALL OF HER FRIENDS OVER TO TASTE THEM. ALL OF THE ANIMALS TOLD HER THEY WERE THE BEST COOKIES THEY HAD EVER EATEN. MRS. GOOSE PROBABLY FELT _____.

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- *A. PROUD
- B. HELPFUL
- C. LUCKY

RUNNING THROUGH MRS. HILL'S SPRINKLER WAS A LOT OF FUN WHEN WE DID IT AND WE DIDN'T THINK SHE WOULD MIND. I DIDN'T KNOW THAT WE WOULD RUIN THE LAWN BY RUNNING ON IT WHILE IT WAS WET. NOW I WISH WE HAD ASKED HER FIRST. THIS PERSON PROBABLY FELT _____.

1104084
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- A. ANGRY
- *B. SORRY
- C. AFRAID

GIVEN A PASSAGE TO READ, THE STUDENT WILL DEMONSTRATE HIS ABILITY TO COMPREHEND AND INTERPRET A CHARACTER'S FEELINGS FROM *RED CAR AND THE CHILDREN* BY CHOOSING FROM A LIST THE IMPLIED FEELING. #05#

0488

DIRECTIONS - READ THE FOLLOWING PARAGRAPHS AND CHOOSE THE FEELING CONTAINED IN THE PARAGRAPH.

0362

RED CAR LIKED TO RING HIS BELL. HE LIKED TO HEAR THE CHILDREN LAUGH. HE LIKED HIS WORK. RED CAR WAS ...

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- A. HELPFUL
- *B. HAPPY
- C. LITTLE

ONE DAY RED CAR CRIED, "WAIT, CHILDREN I LL GIVE YOU ANOTHER RIDE" BUT NOT ONE OF THE CHILDREN CAME BACK. RED CAR WAS ...

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- A. GLAD
- B. TIRED
- *C. SAD

ALL DAY LONG RED CAR TOOK CHILDREN FOR RIDES. EVERY FIVE MINUTES HE RANG HIS BELL AND CRIED, "LET'S GO, CHILDREN" RED CAR WAS ...

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- *A. BUSY
- B. LITTLE
- C. SAD

SUDDENLY RED CAR'S FRONT WHEELS WENT OFF THE ROAD. NEXT THE OTHER WHEELS WENT OFF. THEN THERE WAS A BIG SPLASHO RED CAR WAS ...

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7681

- A. COLD
- *B. WET

C. MUDDY

7681

RED CAR SAID, "THE CHILDREN GO TO SLEEP. AND THAT IS WHERE I WISH I COULD BE NOW." RED CAR WAS ...

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7682

A. HOT

B. SAD

*C. TIRED

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HOW A CHARACTER FROM THE STORY *THE TERRIBLE FRIGHT* FELT IN A GIVEN SITUATION BY SELECTING THE WORD WHICH BEST DESCRIBES HIS FEELINGS. %06H

0638

DIRECTIONS - CHOOSE THE WORD THAT TELLS HOW THE PERSON FELT IN EACH SENTENCE BELOW.

0650

HOW DID THE MEN FEEL AS THEY WERE BUILDING THE COMMON HOUSE?

9849

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9849

A. ANGRY

B. FRIGHTENED

*C. HAPPY

HOW DID JOHN AND PETER FEEL AS THEY SET OUT TO CUT THATCH?

9850

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9850

A. ANGRY

*B. USEFUL

C. SILLY

HOW DID JOHN AND PETER FEEL AS THEY SAW THE DEER?

9851

9851

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9851

*A. EXCITED

B. FRIGHTENED

C. AMUSED

HOW DID JOHN AND PETER FEEL WHEN THEY REALIZED THEY WERE LOST?

9852

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A. ANGRY

*B. WORRIED

C. EXCITED

HOW DID JOHN AND PETER FEEL WHEN THEY SAW PLYMOUTH HARBOR?

9853

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9853

*A. RELIEVED

B. FRIGHTENED

C. USEFUL

HOW DID JOHN FEEL WHEN HE FOUND OUT THE LIONS WERE REALLY WOLVES?

9854

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9854

A. ANGRY

B. AMUSED

*C. EMBARRASSED

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ANALYZE A GIVEN SET OF CIRCUMSTANCES AND TO INFER FROM THOSE CIRCUMSTANCES THE EMOTIONAL REACTION OF A DESIGNATED CHARACTER. %05H

0920

DIRECTIONS-- READ EACH GROUP OF SENTENCES BELOW AND FIND OUT WHAT IS HAPPENING. THINK HOW EACH PERSON THAT YOU READ ABOUT FEELS WHEN THAT THING IS HAPPENING. CHOOSE THE THING THAT TELLS BEST HOW HE FEELS.

0906

NIGHT EVERYONE HELPED PACK THE PICNIC LUNCH SO THAT THEY WOULD
BE ALL READY TO LEAVE IN THE MORNING. WHEN SALLY WOKE UP AND
LOOKED OUT THE WINDOW, IT WAS RAINING. SALLY FELT _____.

A. SURPRISED

*B. SAD

C. HAPPY

PAM, PENNY, MOTHER AND FATHER ARE GOING TO WATCH MIKE PLAY IN HIS
FIRST BASEBALL GAME. THE GAME HAD ALREADY STARTED WHEN THEY GOT
THERE. JUST AS THEY SAT DOWN IN THEIR SEATS, MIKE HIT A HOME RUN.
MIKE'S FAMILY FELT _____.

A. ANGRY

B. TIRED

*C. HAPPY

MOTHER WAS WASHING THE KITCHEN FLOOR. FATHER WAS WORKING IN THE
GARDEN. JUST AS MOTHER FINISHED WASHING THE FLOOR, HE WALKED
FATHER WITH MUD ALL OVER HIS SHOES. "LOOK, THERE'S MUD ALL OVER
THE FLOOR," SAID MOTHER. MOTHER FELT _____.

A. HAPPY

*B. ANGRY

C. SURPRISED

TODAY IS MIKE'S BIRTHDAY. HE FELT SAD BECAUSE NO ONE WISHED HIM A
HAPPY BIRTHDAY. THEN WHEN HE GOT HOME AND OPENED THE DOOR, HE SAW
ALL HIS FRIENDS AND A BIG BIRTHDAY CAKE. MIKE FELT _____.

*A. SURPRISED

B. ANGRY

C. SORRY

PETE WENT OUT TO PLAY BALL WITH HIS FRIENDS. WHEN HE GOT OUTSIDE,
THE GAME HAD ALREADY STARTED. THE BOYS TOLD PETE HE COULDN'T
PLAY UNTIL THEY STARTED THE NEXT GAME. PETE FELT _____.

A. HAPPY

*B. HURT

C. SURPRISED

THE STUDENT WILL BE ABLE TO EVALUATE THE ACTIONS OF VARIOUS
CHARACTERS IN THE STORY *THE VISITOR* BY WRITING REASONS FOR HIS
JUDGEMENTS. %07

DIRECTIONS-- AFTER READING THE QUESTION, CHOOSE EITHER YES OR NO.
GIVE REASONS FOR YOUR CHOICE.

WERE BARTH AND GILES FRIGHTENED WHEN THEY SAW AN INDIAN
APPROACHING THE COMMON HOUSE?

*A. YES

B. NO

WHY OR WHY NOT?

WAS MR. HOPKINS AFRAID OF THE INDIAN VISITOR?

A. YES

*B. NO

WHY OR WHY NOT?

WAS GILES TELLING THE TRUTH WHEN HE BOASTED HE WAS NOT AFRAID OF

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JUST ONE INDIANO	9880
A. YES	9880
*B. NO	9880
WHY OR WHY NOTO	9880
WAS SAMOSET RUDE WHEN HE REFUSED THE BED AND SLEPT ON THE FLOORO	9881
A. YES	9881
*B. NO	9881
WHY OR WHY NOTO	9881
DID THE GOVERNOR FEAR SAMOSET A LITTLEO	9882
*A. YES	9882
B. NO	9882
WHY OR WHY NOTO	9882
WAS GILES HAPPY THE INDIAN HAD COME TO STAY WITH THEM AT THE ENDO	9883
*A. YES	9883
B. NO	9883
WHY OR WHY NOTO	9883
COULD MANY OTHER INDIANS SPEAK ENGLISHO	9884
A. YES	9884
*B. NO	9884
WHY OR WHY NOTO	9884

THE STUDENT WILL DISTINGUISH WORDS THAT SHOW THE FEELINGS OF A CHARACTER BY SELECTING THEM AMONG CHOICES IN A GIVEN SENTENCE. THE EXERCISE IS BASED ON THE STORY *A CLEVER FOX.* %050	0481
DIRECTIONS - READ EACH SENTENCE. CHOOSE THE WORD THAT TELLS ABOUT FEELINGS.	0357
THE POOR OLD WOMAN BEGAN TO CRY.	7633
A. OLD	7633
B. WOMAN	7633
*C. CRY	7633
"YOU MUST GIVE ME YOUR HEN," HE SNAPPED.	7634
A. GIVE	7634
B. HEN	7634
*C. SNAPPED	7634
IT SQUAWKED AND RAN INTO THE YARD.	7635
*A. SQUAWKED	7635
B. RAN	7635
C. YARD	7635
AGAIN THE FOX LOOKED ANGRY.	7636
A. AGAIN	7636
B. FOX	7636
*C. ANGRY	7636
THE FRIGHTENED WOMAN LOOKED AT THE EMPTY BAG.	7637

- *A. FRIGHTENED
- B. WOMAN
- C. BAG

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THE STUDENT CAN DEMONSTRATE HIS ABILITY TO RECOGNIZE WORDS THAT SHOW THE FEELINGS OF A CHARACTER BY SELECTING THEM FROM AMONG CHOICES IN A GIVEN SENTENCE. *BASED ON *GRAY OWL AND THE RABBITS.* □ %04□

0519

DIRECTIONS-- READ EACH SENTENCE. CHOOSE THE WORD THAT TELLS ABOUT FEELINGS.

0357

GRAY OWL CAUGHT ONE FRIGHTENED RABBIT IN HIS RIGHT FOOT...

- A. CAUGHT
- *B. FRIGHTENED
- C. RABBIT

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THE FIERCE GRAY BIRD HELD THEM FAST.

- *A. FIERCE
- B. BIRD
- C. THEM

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GRAY OWL WAS TOO PROUD OF HIS CATCH TO OBEY.

- A. OWL
- *B. PROUD
- C. OBEY

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ALL AT ONCE THE TROUBLED RABBITS SAW A ROCK AHEAD.

- *A. TROUBLED
- B. SAW
- C. ROCK

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THE STUDENT WILL APPLY HIS UNDERSTANDING OF A CHARACTER'S FEELINGS, COMPARING THE FEELINGS OF A KNOWN CHARACTER WITH A NEW CHARACTER IN A SIMILAR SITUATION, BY SELECTING THE CHARACTER WITH SIMILAR FEELINGS. THE EXERCISE IS BASED ON THE STORY *THE HARE AND THE HEDGEHOG.* □ %01□

0402

DIRECTIONS - READ THE STORY BELOW. SELECT THE CHARACTER FROM *THE HARE AND THE HEDGEHOG* WHO FELT THE SAME AS BILL FELT AT THE END OF THIS STORY.

0325

JOE AND BILL WERE PLAYING BASEBALL. BILL SAID, "I AM THE BEST BASEBALL PLAYER ON OUR STREET. I ALWAYS GET A HIT WHEN I AM AT BAT." IT WAS JOE'S TURN TO BAT. AS JOE STEPPED UP TO THE PLATE, BILL SAID, "YOU CAN NEVER HIT THE BALL. YOU AREN'T ANY GOOD TO OUR TEAM. YOU SHOULD PLAY LIKE I DO."

JOE SWUNG AT THE FIRST BALL AND HIT A HOME RUN. AS HE CAME AROUND TO HOME PLATE, BILL SAID, "WHAT A LUCKY SWING. WAIT UNTIL YOU SEE ME HIT." IT WAS BILL'S TURN TO BAT. STRIKE ONE.. STRIKE TWO.. STRIKE THREEO BILL STRUCK OUTO

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FROM THE STORY *THE HARE AND THE HEDGEHOG* BILL FELT THE SAME AS _____

- A. THE HEDGEHOG
- B. THE HEDGEHOG'S WIFE

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF A CHARACTER'S FEELINGS BY SELECTING A WORD FROM A LIST OF CHOICES WHICH BEST DESCRIBES A CHARACTER'S FEELINGS. EXERCISE IS BASED ON *THE MAN WHO KEPT HOUSE.* %050

0408

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

0323

AT THE BEGINNING OF THE STORY, THE MAN WAS

7321

A. SURPRISED TO FIND THE HOUSE CLEAN

7321

*B. FEELING SORRY FOR HIMSELF

7321

C. HAPPY THAT HIS WORK WAS FINISHED

7321

WHEN THE MAN FOUND THE PIG DRINKING THE CREAM FROM THE CHURN, HE FELT

7322

7322

*A. ANGRY

7322

B. PROUD

7322

C. AFRAID

7322

WHEN THE MAN REMEMBERED THAT HE HAD NOT SEEN THE BABY FOR AWHILE, HE FELT

7323

7323

A. SILLY

7323

B. MAD

7323

*C. WORRIED

7323

AT THE END OF THE STORY, THE MAN FELT

7324

A. HAPPY

7324

*B. LUCKY

7324

C. AFRAID

7324

AT THE END OF THE STORY, THE WOMAN FELT

7325

7325

*A. GLAD

7325

B. EXCITED

7325

C. UNHAPPY

7325

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF A CHARACTER'S FEELINGS BY SELECTING A WORD FROM A LIST OF CHOICES WHICH BEST DESCRIBES A CHARACTER'S FEELINGS. THE EXERCISE IS BASED ON THE STORY *THE BIG WHISTLE.* %040

0416

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

0323

WHEN THE MAN LOOKED AT HIS WATCH AND FOUND THAT BIG TOOT HAD BLOWN THREE TIMES BEFORE TEN O'CLOCK, HE WAS

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7346

*A. PUZZLED

7346

B. HAPPY

7346

C. WORRIED

7346

AT THE BEGINNING OF THE STORY, BIG TOOT WAS

7347

A. ANGRY

7347

B. EXCITED

7347

*C. WORRIED

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WHEN THE CHILDREN HEARD THE WHISTLE BLOW SAYING SCHOOL WAS OUT,
THE CHILDREN FELT

- A. FOOLISH
- B. HURT
- *C. EXCITED

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AT THE END OF THE STORY THE PEOPLE FELT

- A. SLY
- *B. JOLLY
- C. FORGETFUL

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THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF A CHARACTER'S
FEELINGS BY SELECTING A WORD FROM A LIST OF CHOICES WHICH BEST
DESCRIBES A CHARACTER'S FEELINGS IN A GIVEN SITUATION. EXERCISE IS
BASED ON THE STORY *SAM, BANGS, AND MOONSHINE.* %05

0438

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE
CORRECTLY.

0323

AT THE BEGINNING OF THE STORY, SAM FELT

- A. ANGRY
- B. UPSET
- *C. HAPPY

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7428
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7428

IN THE MORNINGS WHEN THOMAS CAME DOWN, HE ALWAYS FELT

- A. UNHAPPY
- *B. EXCITED
- C. AFRAID

7429
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7429

WHEN SAM WOULD TELL MOONSHINE, HER FATHER FELT

- *A. ANGRY
- B. EXCITED
- C. JOLLY

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7430

WHILE SAM WAS IN THE HOUSE WAITING FOR HER FATHER TO FIND BANGS
AND THOMAS, SHE FELT

- A. PROUD
- *B. FRIGHTENED
- C. SILLY

7431
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7431

WHEN SAM DECIDED TO TAKE THE GERBIL TO THOMAS, HER FATHER
FELT

- A. WORRIED
- B. MAD
- *C. PROUD

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THE STUDENT WILL APPLY HIS UNDERSTANDING OF A CHARACTER'S ROLE BY
COMPARING A KNOWN CHARACTER WITH A NEW CHARACTER IN A SIMILAR
SITUATION AND SELECTING THE CHARACTER WITH SIMILAR FEELINGS. THE
EXERCISE IS BASED ON THE STORY *THE TURTLE WHO TALKED TOO
MUCH.* %02

0446

DIRECTIONS - READ THE STORY BELOW. THINK ABOUT HOW THIS STORY AND
THE STORY *THE TURTLE WHO TALKED TOO MUCH* ARE ALIKE. CHOOSE THE

0337

WORDS WHICH WILL ANSWER THE QUESTION CORRECTLY.

ONE DAY MRS. JONES AND HER DAUGHTER LINDA WERE BAKING COOKIES. LINDA,"SAID HER MOTHER,"YOU MUST LEARN TO THINK FIRST BEFORE YOU GET ANGRY WITH YOUR FRIENDS. MANY TIMES IF WE THINK FIRST, WE REALIZE WHAT WE WERE MAD ABOUT REALLY ISN'T VERY IMPORTANT AFTER ALL."

"OH, MOTHER,"CRIED LINDA."I DON'T DO THAT."

THE NEXT DAY LINDA WAS PLAYING WITH HER FRIEND SUE. SUE HAD A BALL WHICH LOOKED JUST LIKE A BALL OF LINDA'S."THAT'S MY BALL," SAID LINDA."WHAT ARE YOU DOING WITH MY BALL?"

"THIS IS NOT YOUR BALL. IT IS MINE,"YELLED SUE.

"IT IS NOT I KNOW MY OWN BALL WHEN I SEE IT!"SCREAMED LINDA. "I AM GOING TO GO TELL MOM THAT YOU TOOK MY BALL."

LINDA RAN HOME AND RANGED THE DOOR SHUT BEHIND HER. AS SHE WAS YELLING FOR HER MOTHER, SHE SAW HER BALL SITTING IN HER BEDROOM. SUE HAD NOT TAKEN HER BALL AFTER ALL.

MRS. JONES WAS *MOST* LIKE WHICH CHARACTER IN THE STORY *THE TURTLE WHO TALKED TOO MUCH*.

- *A. THE OLD TURTLE
- B. THE GEESE
- C. THE YOUNG TURTLE

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THE SENTENCE, YOU MUST LEARN TO THINK FIRST BEFORE YOU GET ANGRY WITH YOUR FRIENDS IS MOST LIKE WHICH SENTENCE FROM THE STORY.

- A. BUT I CAN'T FLY. I AM JUST A POOR TURTLE WHO CANNOT GO FAR.
- *B. ONE DAY YOU WILL SURELY WISH YOU HAD NOT TALKED SO MUCH.
- C. IT IS ALMOST TIME TO CRAWL INTO THE SAND AND SLEEP ALL WINTER.

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THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF A CHARACTER'S ROLE IN THE STORY *THE LITTLE GRAY TRUCK* BY CHOOSING FROM A LIST OF CHOICES THE REASON FOR A CHARACTER'S NAME. %030

0424

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE

0323

CORRECTLY.

MRS. FLOWERS NAME WAS A GOOD ONE FOR HER BECAUSE

- A. SHE HAD FLOWERS IN EVERY CORNER OF HER HOUSE
- B. SHE LOVED TO PICK FLOWERS IN THE FIELD
- *C. SHE LIKED TO GIVE HER FRIENDS PRETTY FLOWERS

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FARMER FIELDS NAME WAS A GOOD ONE FOR HIM BECAUSE

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A. HE LIKED TO SIT IN A FIELD

7366

*B. HIS CORN GREW IN A FIELD

7366

C. HIS COWS ATE GRASS IN THE FIELD

7366

MR. BUSY'S NAME WAS A GOOD ONE FOR HIM BECAUSE

7367

A. HE LIKED TO PICK UP PAPERS

7367

*B. HE ALWAYS HAD A LOT TO DO

7367

C. HIS WHOLE FAMILY WAS ALWAYS BUSY

7367

THE STUDENT WILL APPLY HIS UNDERSTANDING OF A CHARACTER'S ROLE BY ANALYZING A NEW AND SIMILAR SITUATION AND SELECTING THE CHARACTER WITH A SIMILAR ROLE. EXERCISE IS BASED ON THE STORY *THE LITTLE GRAY TRUCK.* %02

0426

DIRECTIONS - READ THE STORY BELOW. CHOOSE THE WORDS WHICH WILL ANSWER THE QUESTION CORRECTLY.

0332

ONCE UPON A TIME THERE WAS A DOG NAMED FLOPPY. NO ONE WANTED FLOPPY BECAUSE HE WAS SO BIG AND CLUMSY. HE WAS ALWAYS KNOCKING SOMETHING OVER. HIS OWNER DECIDED TO PUT HIM UP FOR SALE.

THE FIRST PERSON TO WALK BY WAS A LITTLE OLD WOMAN WHO WAS LOOKING FOR A DOG TO KEEP HER COMPANY. "OH, WHAT A CUTE DOG. I WOULD LOVE TO TAKE HIM HOME, BUT HE IS TOO BIG FOR ME. I NEED A CUTE LITTLE DOG," AND OFF SHE WENT.

THE NEXT PERSON TO WALK BY WAS A LITTLE BOY. HE HAD ALWAYS WANTED A DOG AND FELL IN LOVE WITH FLOPPY. "HE IS THE CUTEST DOG IN THE WORLD. I LOVE HIM AND I KNOW HE LOVES ME. I AM GOING TO ASK MOM AND DAD IF I CAN HAVE HIM." OFF RAN THE LITTLE BOY DOWN THE STREET.

IN A FEW MINUTES THE LITTLE BOY RETURNED WITH HIS PARENTS. "OH, BILLY," SAID HIS MOTHER. "WE CAN NOT TAKE THIS DOG. HE IS MUCH TOO BIG AND WE HAVE A VERY SMALL HOUSE. WE WILL GET YOU A SMALLER DOG."

POOR FLOPPY. HE FELT SO BAD. HOW HE WANTED SOMEONE TO COME AND TAKE HIM HOME.

IT WAS ALMOST DARK WHEN FARMER JONES PULLED UP IN HIS TRUCK. "OH, THERE IS JUST THE DOG I NEED FOR THE FARM. HE IS LARGE ENOUGH TO BRING THE COWS IN AND BE A WATCH DOG. I WILL BUY THIS DOG."

FLOPPY WAS SO HAPPY. HE JUMPED UP AND DOWN AND LICKED THE MAN'S HAND. HE HAD FINALLY FOUND A HOME.

WHICH CHARACTER IN THE STORY *THE LITTLE GRAY TRUCK* IS MOST LIKE FLOPPY IN THE STORY ABOVE

7369

A. MR. BUSY

7369

*B. THE LITTLE GRAY TRUCK

7369

C. THE FIREMAN

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WHICH CHARACTER IN THE STORY *THE LITTLE GRAY TRUCK* IS MOST LIKE THE FARMER IN THE STORY ABOVE

7370

*A. THE FIREMEN

7370

B. MRS. FLOWER

7370

C. THE LITTLE GRAY TRUCK

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7370

THE STUDENT CAN IDENTIFY CHARACTERS FROM THE *MYSTERY OF MORGAN CASTLE* BY MATCHING THE DESCRIPTION WITH THE CHARACTER. %07 0499

DIRECTIONS - READ THE DESCRIPTION AND SELECT THE CHARACTER WHO IS BEING DESCRIBED. 0378

THE CHARACTER WHO WANTED TO EARN MONEY TO BUY A SURFBOARD 7744
 A. BILL SUMMERS 7744
 *B. GARRY SUMMERS 7744
 C. VINNY SUMMERS 7744

THE CHARACTER WHO DISCOVERED THE BAG OF TWENTY DOLLAR BILLS 7745
 A. GARRY SUMMERS 7745
 B. LUCY WELLINGTON 7745
 *C. FRITZ 7745

THE CHARACTER WHO THOUGHT AT FIRST THAT THEY SHOULD ALL STAY AWAY FROM MORGAN CASTLE AND MIND THEIR OWN BUSINESS. 7746
 *A. BILL SUMMERS 7746
 B. VINNY SUMMERS 7746
 C. GARRY SUMMERS 7746

THE CHARACTER WHO KNEW ALL ALONG THAT ROSS MORGAN WAS ALIVE. 7747
 A. POLICEMAN 7747
 *B. LUCY WELLINGTON 7747
 C. VINNY SUMMERS 7747

THE CHARACTER WHO CALLED THE POLICE 7748
 A. LUCY WELLINGTON 7748
 B. ROSS MORGAN 7748
 *C. VINNY SUMMERS 7748

THE CHARACTER WHO FOUND GARRY IN THE GARDEN OF THE CASTLE 7749
 A. BILL SUMMERS 7749
 *B. ROSS MORGAN 7749
 C. VINNY SUMMERS 7749

THE CHARACTER WHO WOULD NEVER HURT THE MORGAN FAMILY 7750
 A. VINNY SUMMERS 7750
 B. ROSS MORGAN 7750
 *C. LUCY WELLINGTON 7750

THE STUDENT CAN RECOGNIZE A GIVEN PASSAGE FROM *THE MYSTERY OF MORGAN CASTLE* BY SELECTING FROM A LIST THE NAME OF THE CHARACTER WHO IS SPEAKING. %08 0500

DIRECTIONS - READ THE FOLLOWING QUOTE AND IDENTIFY THE CHARACTER WHO SAID IT. 0379

'NOW THEN, DID YOU COME ABOUT A DOG-SITTING JOB?' 7751
 A. GARRY SUMMERS 7751
 B. BILL SUMMERS 7751
 *C. LUCY WELLINGTON 7751

'SOMEONE IS OVER THERE. I THINK FRITZ WENT AFTER SOMEONE IN THE GARDEN.' 7752
 A. GARRY SUMMERS 7752
 *B. BILL SUMMERS 7752
 C. VINNY SUMMERS 7752

C. VINNY SUMMERS	7752
'WELL, I DON'T KNOW HOW THE MONEY GOT INTO THE GARDEN. BUT WE CAN'T KEEP IT.'	7753
*A. VINNY SUMMERS	7753
B. BILL SUMMERS	7753
C. LUCY WELLINGTON	7753
'LISTEN. I *KNOW* SOMEONE IS IN MORGAN CASTLE. I'M GOING TO FIND OUT WHO IT IS.'	7754
A. VINNY SUMMERS	7754
*B. GABBY SUMMERS	7754
C. BILL SUMMERS	7754
'WHAT ARE YOU DOING NOSING AROUND HERE?'	7755
*A. ROSS MORGAN	7755
B. LUCY WELLINGTON	7755
C. VINNY SUMMERS	7755
'I COULDN'T MOVE, BUT I WAS WATCHING YOU.'	7756
A. BILL SUMMERS	7756
B. ROSS MORGAN	7756
*C. LUCY WELLINGTON	7756
'NOW WHAT ARE YOU GOING TO DO WITH THE THREE OF US, ROSS MORGAN?'	7757
*A. LUCY WELLINGTON	7757
B. BILL SUMMERS	7757
C. GABBY SUMMERS	7757
'DON'T MOVE, MORGAN?'	7758
A. VINNY SUMMERS	7758
*B. POLICEMAN	7758
C. BILL SUMMERS	7758

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE CHARACTERS IN THE STORY *A WELCOME FRIEND* BY READING A NEW SENTENCE AND DECIDING WHO WOULD HAVE SAID IT IN THE STORY. %05# 0642

DIRECTIONS - READ EACH SENTENCE AND DECIDE WHICH CHARACTER IN *A WELCOME FRIEND* WOULD HAVE SAID EACH STATEMENT. 0653

WE ARE VERY LUCKY THAT SQUANTO TAUGHT US HOW TO BAIT THESE TRAPS. 9886

A. SAMOSET	9886
B. MOTHER	9886
*C. REMEMBER	9886

THIS RAW MEAT THAT SQUANTO TAUGHT US TO BAIT OUR TRAPS WITH SURE LOOKS TERRIBLE. 9887

A. GILES	9887
*B. BARTH	9887
C. MARY	9887

NEVER MIND THE SMELL. RAW MEAT IS GOOD BAIT. 9888

*A. SQUANTO	9888
B. ARTH	9888
C. REMEMBER	9888

SOMEONE HAS TAKEN THE RAW MEAT FROM THE TRAPS. 9889

A. MARY	9889
*B. REMEMBER	9889
C. FATHER	9889

I HATE TO THINK OF RERAITING ALL THOSE TRAPS AGAIN.	9890
*A. REMEMBER	9890
B. SQUANTO	9890
C. CONSTANCE	9890

THE STUDENT WILL BE ABLE TO APPLY HIS UNDERSTANDING OF THE STORY	0643
A WELCOME FRIEND TO DECIDE HOW A CHARACTER FROM THAT STORY	
WOULD SOLVE A GIVEN PROBLEM BY SELECTING THE BEST SOLUTION. %02	

DIRECTIONS - CHOOSE THE BEST SOLUTION TO EACH PROBLEM.	0654
--	------

REMEMBER AND BARTH HAD TO PLANT A WHOLE FIELD OF CORN. FATHER	9891
TOLD THEM THAT IF THEY FINISHED BEFORE NOON, THEY COULD GO WITH	9891
SQUANTO TO VISIT THE INDIAN VILLAGE. THEY WERE AFRAID THEY'D	9891
NEVER FINISH IN TIME.	9891

WHICH IS THE BEST SOLUTION TO THEIR PROBLEM?	9891
A. THEY GOT ANGRY AND REFUSED TO PLANT ANY CORN.	9891
*B. THEY ASKED SQUANTO TO HELP THEM PLANT THE CORN.	9891
C. THEY DIDN'T FINISH IN TIME, BUT WENT ANYWAY.	9891

BARTH AND GILES STARTED OUT ONE MORNING IN SEARCH OF SOME FRESH	9892
DEER MEAT. THEY WANDERED FARTHER AND FARTHER INTO THE WOODS.	9892
ALL OF A SUDDEN SOME INDIANS APPEARED. BARTH AND GILES WERE SO	9892
FRIGHTENED. THEY WERE SURE THEY'D EITHER BE KILLED OR TAKEN	9892
PRISONERS.	9892

JUST THEN SQUANTO APPEARED FROM BEHIND THEM. SQUANTO KNEW IF HE	9892
SIDED WITH THE BOYS IT COULD MEAN HIS LIFE AS WELL.	9892

WHICH WILL SQUANTO PROBABLY DECIDE TO DO?	9892
A. SIDE WITH THE INDIANS TO SAVE HIS OWN LIFE.	9892
B. TURN AROUND AND RUN BACK AS FAST AS HE CAN.	9892
*C. HELP THE BOYS AND TRY TO TALK TO THE INDIANS.	9892

THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE CHARACTERS IN THE	0651
BOOK *BEFORE WE READ* BY MATCHING A SPECIFIC FACT CONCERNING A	
PARTICULAR CHARACTER WITH THE NAME OF THAT CHARACTER FROM THE	
BOOK. %14	

DIRECTIONS - I WILL READ A SENTENCE THAT TELLS ABOUT SOMEONE IN	0661
OUR BOOK. *BEFORE WE READ.* SELECT THE NAME OF THE ONE I AM	
TALKING ABOUT.	

SHE IS PENNY'S SISTER.	9961
A. SALLY	9961
B. JANF	9961
*C. PAM	9961

IT IS SALLY'S CONSTANT COMPANION.	9962
A. JANF	9962
*B. TIM	9962

C. DICK	9962
HE IS DICK'S PET.	9963
A. PUFF	9963
B. TIM	9963
*C. SPOT	9963
HE HAS TWIN SISTERS.	9964
A. DICK	9964
B. FATHER	9964
*C. MIKE	9964
HER FAVORITE COLOR IS RED.	9965
A. SALLY	9965
B. PAM	9965
*C. PENNY	9965
SHE IS JANE'S KITTEN.	9966
A. SPOT	9966
*B. PUFF	9966
C. BOOTS	9966
BLUE IS HER FAVORITE COLOR.	9967
A. JANE	9967
B. PENNY	9967
*C. PAM	9967
SHE HAS A YOUNGER SISTER AND OLDER BROTHER.	9968
*A. JANE	9968
B. SALLY	9968
C. PENNY	9968
HER GRANDMOTHER LIVES ON A FARM.	9969
A. PENNY	9969
B. PAM	9969
*C. SALLY	9969
HER GRANDMOTHER LIVES IN THE CITY.	9970
*A. PENNY	9970
B. JANE	9970
C. SALLY	9970
SHE HAS A RAGGEDY ANDY DOLL.	9971
*A. PENNY	9971
B. PAM	9971
C. SALLY	9971
SHE HAS A RAGGEDY ANN DOLL.	9972
A. PENNY	9972
*B. PAM	9972
C. SALLY	9972
SHE IS PENNY'S SISTER.	9973
A. JANE	9973
B. SALLY	9973
*C. PAM	9973
HE IS THE SAME AGE AS MIKE.	9974
*A. DICK	9974
B. TIM	9974
C. GRANDFATHER	9974

THE STUDENT WILL ANALYZE THE FEELINGS OF CHARACTERS IN THE STORY
LOST IN A SNOWSTORM BY INDICATING HOW A CHARACTER SHOWED HIS
FEELINGS. #03# 0652

DIRECTIONS - SELECT THE CORRECT ANSWER TO QUESTIONS ABOUT THE
STORY *LOST IN A SNOWSTORM.* 0662

HOW DO YOU KNOW THAT MRS. CAMP WAS WORRIED ABOUT NANCY IN THE
SNOW STORM 9975

- A. SHE WENT OUT TO LOOK FOR HER. 9975
- B. SHE BEGAN TO CRY. 9975
- *C. SHE KEPT LOOKING OUT THE WINDOW. 9975

WHICH MEMBER OF THE FAMILY WAS MOST SURE NANCY WOULD BE SAFE? 9976

- *A. UNCLE JACK 9976
- B. MOTHER 9976
- C. FATHER 9976

HOW DO YOU KNOW NANCY WASN'T AFRAID? 9977

- A. SHE KNEW HER PONY WOULD TAKE HER HOME SAFELY. 9977
- *B. SHE REMEMBERED THE LIGHT POLES WOULD LEAD HER TO A HOUSE. 9977
- *C. SHE WAS SURE SOMEONE WOULD COME ALONG. 9977

THE STUDENT WILL ANALYZE THE ACTIONS AND FEELINGS OF CHARACTERS
IN THE STORY *OUT OF HER SHELL* BY CHOOSING A STATEMENT SUPPORTING
THE ACTION OR FEELING. #04# 0652

DIRECTIONS - CHOOSE THE STATEMENT THAT EXPLAINS THE CHARACTER'S
ACTIONS OR FEELINGS. 0663

KIRSTEN FELT ALONE BECAUSE _____ 9978

- A. THERE WERE ONLY A FEW GIRLS IN HER CLASS 9978
- B. SHE WAS NEW IN THE SCHOOL 9978
- *C. SHE HADN'T LEARNED THE NEW WAYS OF CHILDREN IN AMERICA 9978

DEBBIE WAS THINKING ONLY OF HERSELF WHEN _____ 9979

- A. SHE SAID, WE HAVE TO THINK OF SOMETHING FOR THE BEST BOOTH. 9979
- *B. SHE LEFT KIRSTEN AND AMY'S GROUP FOR THE K GROUP 9979
- C. SHE ARRIVED LATE FOR THE MEETING 9979

AMY SHOWED KINDNESS WHEN _____ 9980

- *A. SHE WANTED TO WORK WITH KIRSTEN AND ENCOURAGED HER 9980
- B. SHE TRIED TO THINK OF A GOOD IDEA FOR THE FAIR 9980
- C. SHE LISTENED TO THE TEACHER'S SURPRISE PLANS 9980

KIRSTEN WAS ABLE TO COME OUT OF HER SHELL BY _____ 9981

- *A. SHOWING OTHERS ABOUT HER COUNTRY'S FOOD AND CUSTOMS. 9981
- B. BEING ON THE COMMITTEE 9981
- C. WALKING HOME WITH AMY 9981

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE CHARACTERS 0655

ACTIONS IN THE STORY *LAND HO* BY CHOOSING A CAUSE FOR THIS ACTION FROM A LIST. %05□

DIRECTIONS - CHOOSE THE BEST CAUSE FOR THE GIVEN ACTION OF THE CHARACTERS IN THE STORY *LAND HOO*

0665

WHY WERE THE SETTLERS SO EAGER TO SEE LANDO

9983

*A. THEY HAD BEEN ON THE SHIP MANY MONTHS.

9983

B. THEY WERE EAGER TO SEE THE INDIANS.

9983

C. THEY WERE AFRAID THE SHIP WOULDN'T HOLD UP.

9983

WHY COULDN'T THE PILGRIMS GO ASHORE IMMEDIATELY

9984

A. THEY HAD TO PACK UP ALL THEIR BELONGINGS.

9984

*B. THEY HAD TO FIND A GOOD PLACE TO SETTLE.

9984

C. THEY HAD TO SEE IF THERE WERE ANY INDIANS.

9984

WHY DID THE WOMEN WANT TO GO ASHORE TO WASH CLOTHES

9985

A. THEY WANTED AN EXCUSE TO GO ON LAND.

9985

B. THEY WANTED A CHANGE FROM WASHING ON THE SHIP.

9985

*C. THEY WANTED TO USE THE FRESH WATER POND.

9985

WHY WERE BARTH AND GILES CHOSEN TO GO ASHORE

9986

A. BOYS ARE STRONGER THAN GIRLS.

9986

*B. THEY COULD HELP THE WOMEN.

9986

C. THEY WERE THE OLDEST BOYS.

9986

WHY WAS GILES HAPPY TO CATCH THE GOVERNORS WHITE SHIRT

9987

A. IT WAS THE GOVERNORS BEST SHIRT.

9987

B. HE MADE THE WOMEN VERY HAPPY.

9987

*C. HIS LEGS WERE AS GOOD AS EVER.

9987

IMPLIED MEANING

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INFER THE AUTHOR'S PURPOSE BY SELECTING THE LESSON BEING TAUGHT IN THE STORY FROM A LIST OF CHOICES. %01□

0410

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

0323

THE LESSON TAUGHT BY THE STORY *THE MAN WHO KEPT HOUSE* IS _____

7329

A. DON'T BE AFRAID TO TRY SOMETHING NEW

7329

*B. BE HAPPY IN YOUR JOB AND LET OTHERS DO THEIRS

7329

C. KEEPING HOUSE IS TOO DIFFICULT FOR ANYONE TO DO

7329

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INFER THE LESSON TAUGHT IN THE STORY *THE HARE AND THE HEDGEHOG* BY SELECTING FROM A LIST OF CHOICES THE LESSON BEING TAUGHT. %1□

0403

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE

0323

CORRECTLY.

THE LESSON TAUGHT IN THE STORY *THE HARE AND THE HEDGEHOG* IS _____ 7310
A. YOU WILL NEVER WIN A RACE IF YOU STOP TO REST 7310
B. IT IS BETTER TO BE SLOW AND SURE THAN TO BE FAST AND LAZY 7310
C. IT IS BETTER TO BE CLEVER THAN TO BE FAST 7310

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INFER THE AUTHOR'S 0419
PURPOSE BY SELECTING FROM A LIST OF CHOICES THE LESSON BEING
TAUGHT IN THE STORY *THE BIG WHISTLE.* %01

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE 0323
CORRECTLY.

THE LESSON TAUGHT BY THE STORY *THE BIG WHISTLE* IS _____ 7353
A. BE KIND TO YOUR FRIENDS 7353
B. TAKE TIME TO HAVE FUN 7353
C. THINK BEFORE YOU ACT 7353

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INFER THE AUTHOR'S 0427
PURPOSE BY SELECTING FROM A LIST OF CHOICES THE LESSON BEING
TAUGHT IN THE STORY *THE LITTLE GRAY TRUCK.* %01

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE 0323
CORRECTLY.

THE LESSON TAUGHT BY THE STORY *THE LITTLE GRAY TRUCK* IS 7371
A. PEOPLE CAN BE VERY MEAN WITHOUT REALIZING IT 7371
B. A PERSON SHOULD BE CAREFUL WHEN HE IS BUYING A TRUCK 7371
C. A SPECIAL PLACE CAN BE FOUND SOMEWHERE FOR EVERYTHING AND 7371
EVERY PERSON 7371

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INFER THE AUTHOR'S 0440
PURPOSE IN THE STORY *SAM, BANGS AND MOONSHINE* BY SELECTING THE
LESSON BEING TAUGHT IN THE STORY FROM A LIST OF CHOICES. %01

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE 0323
CORRECTLY.

THE LESSON SAM LEARNED IN THE STORY *SAM, BANGS AND MOONSHINE* 7441
WAS 7441
A. TELLING A MAKE-BELIEVE STORY AS A TRUE ONE MAY GET SOMEONE 7441
INTO TROUBLE 7441
B. YOU SHOULD BE NICE TO YOUR FRIENDS BECAUSE YOU MAY NEED THEM 7441
SOMETIME 7441
C. IT IS SILLY TO CRY OVER A LOST PET BECAUSE THEY ARE ONLY 7441
ANIMALS ANYWAY 7441

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INFER THE AUTHOR'S 0447

PURPOSE BY SELECTING FROM A LIST OF CHOICES THE LESSON BEING
TAUGHT IN THE STORY *THE TURTLE WHO TALKED TOO MUCH* %01□

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE
CORRECTLY.

0323

THE LESSON TAUGHT IN THE STORY *THE TURTLE WHO TALKED TOO MUCH*
IS _____

7459

7459

A. BE KIND TO YOUR FRIENDS

7459

*B. THINK BEFORE YOU SPEAK

7459

C. BE HAPPY WHERE YOU ARE

7459

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO INTERPRET THE IMPLIED
MEANING OF A STORY BY SELECTING THE CORRECT ENDING TO A SENTENCE
WHICH STATES THAT IMPLIED IDEA. SENTENCES ARE BASED ON THE STORY
THE HARE AND THE HEDGEHOG. %02□

0400

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE
CORRECTLY.

0323

THE ANIMAL WHO WAS TAUGHT A LESSON IN THIS STORY WAS _____

7306

*A. THE HARE

7306

B. THE HEDGEHOG

7306

C. THE HEDGEHOG'S WIFE

7306

THE HARE WAS MORE TIRED THAN THE HEDGEHOG BECAUSE _____

7307

A. HE RAN FASTER THAN THE HEDGEHOGS

7307

*B. THE HEDGEHOGS DID NOT DO ANY RUNNING

7307

C. THE HEDGEHOGS DID NOT HURRY TO FINISH

7307

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO INTERPRET THE IMPLIED
MEANING OF THE STORY *THE MAN WHO KEPT HOUSE* BY SELECTING THE
CORRECT ENDING TO A SENTENCE WHICH STATES THE IMPLIED IDEA. %03□

0407

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE
CORRECTLY.

0323

AFTER SWITCHING JOBS WITH HIS WIFE, THE MAN FOUND THAT

7318

*A. A WOMAN'S WORK IS NOT AS EASY AS IT LOOKS

7318

B. A WOMAN'S WORK IS MORE FUN THAN A MAN'S

7318

C. A WOMAN'S WORK IS NOT FUN BUT IT IS EASY

7318

THE MAN HAD SO MUCH TROUBLE BECAUSE

7319

A. THE JOBS WERE TOO HARD FOR HIM TO DO

7319

B. HE DID NOT LIKE THE WORK SO HE DIDN'T TRY

7319

*C. HE TRIED TO DO TOO MANY THINGS AT ONE TIME

7319

THE CHARACTER WHO LEARNED A LESSON IN THIS STORY WAS

7320

A. THE WOMAN

7320

*B. THE MAN

7320

C. THE BABY

7320

THE STUDENT CAN INTERPRET THE IMPLIED MEANING OF A STORY BY SELECTING THE CORRECT ENDING TO A SENTENCE WHICH STATES THE IMPLIED IDEA OF THE STORY. SENTENCES ARE BASED ON THE STORY *THE BIG WHISTLE.* %020

0415

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

0323

THE CHARACTER*SD WHO TAUGHT SOMEONE A LESSON IN *THE BIG WHISTLE* WAS

7344

7344

7344

7344

7344

THE PEOPLE WILL NEVER FORGET THIS DAY BECAUSE

7345

7345

7345

7345

*A. EVERYONE IN TOWN HAD FUN TOGETHER

B. THE WHISTLE DIDN'T BLOW AT THE RIGHT TIMES

C. EVERYONE IN TOWN MET AT THE CANDY BOX STORE

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO INTERPRET THE IMPLIED MEANING OF THE STORY *SAM, BANGS AND MOONSHINE* BY SELECTING THE CORRECT ENDING TO A SENTENCE WHICH STATES THE IMPLIED IDEA. %020

0437

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

0323

IN THE STORY *SAM, BANGS AND MOONSHINE* *MOONSHINE* MEANT _____

7426

7426

7426

7426

A. THE LIGHT OF THE MOON

*B. TELLING THINGS THAT ARE NOT TRUE

C. LIKING TO STAY UP LATE AT NIGHT

THE CHARACTER WHO WAS TAUGHT A LESSON IN THE STORY WAS _____

7427

7427

7427

7427

A. BANGS

B. THOMAS

*C. SAM

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE STORY *THE TURTLE WHO TALKED TOO MUCH* BY SELECTING A WORD OR PHRASE WHICH WILL COMPLETE A SENTENCE STATING AN IMPLICATION FROM THE STORY. %040

0444

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

0323

THE TURTLE WAS ENJOYING HIMSELF WHEN

7451

7451

7451

7451

A. HE WAS TALKING TO THE OLD TURTLE AT THE POND

B. HE FELL INTO A NEW POND

*C. HE WAS FLYING WITH THE GEESE TO A WARMER PLACE

WHEN THE TURTLE ENDED UP IN THE POND IT WAS THE FAULT OF

7452

7452

7452

7452

A. THE GEESE

*B. THE YOUNG TURTLE

C. THE BOY NEAR THE POND

THE CHARACTER WHO LEARNED A LESSON IN THE STORY WAS

7453

- A. THE OLD TURTLE
- B. THE GEESE
- *C. THE YOUNG TURTLE

7453
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7453

THE GEESE TOLD THE TURTLE HE COULD COME WITH THEM IF HE KEPT HIS MOUTH CLOSED. THE YOUNG TURTLE SAID HE WOULD HAVE NO TROUBLE DOING THAT. JUST THEN THE OLD TURTLE LAUGHED. HE LAUGHED BECAUSE

7454
7454
7454
7454

- *A. HE KNEW THE YOUNG TURTLE COULD NOT KEEP HIS MOUTH CLOSED
- B. HE THOUGHT EVERYTHING THE YOUNG TURTLE SAID WAS FUNNY
- C. HE KNEW HE WAS TOO OLD TO GO BUT WAS HAPPY FOR THE YOUNG TURTLE

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7454

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE STORY *CITY MOUSE AND COUNTRY MOUSE* BY SELECTING FROM GIVEN CHOICES THE INTERPRETATION OF THE STORY. %04

0474

DIRECTIONS - CHOOSE THE STATEMENT WHICH BEST ANSWERS THE QUESTION.

0353

IN WHAT PART OF THE STORY DID BOTH MICE AGREE THE CITY WAS A WONDERFUL PLACE TO LIVE?

7606
7606

- A. WHEN THEY GOT AWAY FROM THE CAT
- B. WHEN THEY CRAWLED THROUGH THE HOLE IN THE FLOOR
- *C. WHEN THEY SAW ALL THE GOOD FOOD

7606
7606
7606

WHO LIKED TO LIVE DANGEROUSLY?

7607

- *A. THE CITY MOUSE
- B. THE COUNTRY MOUSE
- C. THE OLD CAT

7607
7607
7607

WHEN DID THE COUNTRY MOUSE DECIDE SHE DIDN'T LIKE THE CITY?

7608

- A. WHEN SHE BIT INTO THE CREAM PUFF
- B. WHEN SHE SAW THE CAT
- *C. WHEN THE CAT BIT HER TAIL

7608
7608
7608

WHAT DID THE COUNTRY MOUSE SAY THAT SOUNDS LIKE A WISE SAYING?

7609

- A. HOW CLEVER YOU WERE, MY FRIEND, TO FIND THIS HOUSE TO LIVE IN. I'LL NEVER RETURN TO THE COUNTRY.
- *B. IT'S BETTER TO LIVE A LONG TIME IN THE COUNTRY THAN A SHORT TIME IN THE CITY.
- C. WE WEREN'T FAST ENOUGH. THE CAT SNAPPED OFF PART OF MY TAIL.

7609
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THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE STORY *A CLEVER FOX* BY SELECTING THE CORRECT RESPONSE TO A QUESTION ABOUT THAT STORY. %07

0480

DIRECTIONS-- CHOOSE THE STATEMENT WHICH BEST ANSWERS THE QUESTION.

0353

HOW DID THE FOX PLAN TO FILL HIS BAG?

7626

- A. BY BUYING THINGS IN TOWN
- B. BY ASKING THE OLD WOMAN TO HELP
- *C. BY TRICKING THE PEOPLE HE MET

7626
7626
7626

WHY DID THE FOX TELL EVERYONE *NOT* TO OPEN THE BAG?

- A. HE DIDN'T WANT THE BEE TO FLY OUT.
- *B. HE KNEW THEY WOULD OPEN IT IF HE SAID THAT.
- C. HE DIDN'T WANT THEM TO KNOW NOTHING WAS THERE.

7627
7627
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7627

WHICH WORD TELLS HOW THE FOX SOUNDED WHEN HE MADE THE OLD WOMAN AND THE LASS OBEY HIM?

- *A. HE SNAPPED.
- B. HE TOLD.
- C. HE CRIED.

7628
7628
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7628

WHAT DID THE FOX MEAN WHEN HE SAID HE'D LIVE LIKE A KING?

- A. HE'D HAVE A CASTLE.
- *B. THE BOY WOULD DO HIS WORK.
- C. HE NOW HAD GOLD AND SILVER.

7629
7629
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7629

HOW DID THE BIG BOY SHOW HE COULD BE JUST AS CLEVER AS THE FOX?

- A. HE RAN AFTER THE SHEEP.
- B. HE GAVE HIS BROTHER TO THE FOX.
- *C. HE PUT THE DOG IN THE BAG.

7630
7630
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7630

WHAT HAPPENED AT EVERY PLACE THE FOX STOPPED?

- A. THE BEE FLEW OUT OF THE BAG.
- *B. THE FOX DEMANDED SOMETHING.
- C. THE WOMAN PUT THE BAG IN THE HOUSE.

7631
7631
7631
7631

HOW CAN YOU REMEMBER THE ORDER IN WHICH EACH ANIMAL WAS PLACED IN THE BAG?

- *A. EACH WAS LARGER THAN THE ONE BEFORE.
- B. THE BEE WAS IN THE BAG FIRST.
- C. THE FOX TELLS YOU THE ORDER.

7632
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7632

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO COMPREHEND A STORY AND QUESTIONS BASED UPON THAT STORY BY IDENTIFYING THE SENTENCE WITHIN THE STORY THAT CONTAINS THE STATED OR IMPLIED ANSWER TO A QUESTION. #27#

0498

DIRECTIONS - READ THE STORY. THEN READ THE QUESTION. FIND THE SENTENCE THAT ANSWERS THAT QUESTION AND CHOOSE THE LETTER OF THE SENTENCE.

0371

STORY 1

BABY HORSES

*A*THE BABY HORSE TAKES HIS FIRST STEPS FOLLOWING HIS MOTHER INTO THE MEADOW. *B*HE DRINKS MILK-- BUT LATER HE WILL EAT OATS AND BRAN. CORN AND GRASS. *C*HE IS WOBBLY ON HIS FEET. *D*AS HE GETS OLDER HE IS CALLED A COLT AND HE RACES ACROSS THE MEADOW WITH OTHER YOUNG HORSES. *E*WHEN THEY TIRE OF PLAYING GAMES, THEY REST AND EAT GRASS. *F*THE COLT SLEEPS IN A BARN. *G*SOMETIMES HE SLEEPS STANDING UP. *H*WHEN THE JUMPING AND ROMPING AND RACING TIRE HIM, HE LIES DOWN IN A BED OF STRAW.

WHEN DO HORSES REST AND EAT?

- A.
- B.
- D.
- E.

7717
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7717

HOW DO HORSES SOMETIMES SLEEP?
SENTENCE

7718
7718
7718
7718
7718
7718

- B.
- D.
- *G.
- H.

AS THE HORSE GETS A LITTLE OLDER, WHAT WILL HE LIKE TO EAT?
SENTENCE

7719
7719
7719
7719
7719

- *B.
- C.
- D.
- F.

WHERE DOES A BABY HORSE GO FOR HIS FIRST WALK?
SENTENCE

7720
7720
7720
7720
7720

- *A.
- C.
- E.
- G.

WHEN DOES THE BABY HORSE BECOME MORE STEADY ON HIS FEET?
SENTENCE

7721
7721
7721
7721
7721

- B.
- *D.
- E.
- F.

WHEN DOES A HORSE LIE DOWN?
SENTENCE

7722
7722
7722
7722
7722

- E.
- F.
- G.
- *H.

DIRECTIONS - READ THE STORY. THEN READ THE QUESTION. FIND THE
SENTENCE THAT ANSWERS THAT QUESTION AND CHOOSE THE LETTER OF THE
SENTENCE.

0372

STORY 2

BABY COWS

*A*THE NEW CALF IS WOBBLY. *B*THE MOTHER COW STAYS CLOSE TO HIM
BECAUSE CALVES ARE ALWAYS HUNGRY FOR COWS MILK. *C*AFTER A FEW
DAYS THE CALF IS TAUGHT TO DRINK MILK FROM A PAIL. *D*THE MOTHER
COW CHEWS GREEN GRASS AND GIVES WHITE MILK TO MAKE YELLOW BUTTER.
*E*THE CALF STAYS CLOSE BY AND LEARNS TO EAT GREEN GRASS, TOO.

SINCE THE CALVES ARE ALWAYS HUNGRY, WHAT DOES THE MOTHER COW DO?
SENTENCE

7723
7723
7723
7723
7723

- A.
- *B.
- C.
- D.

WHEN DOES THE CALF BEGIN DRINKING MILK FROM A PAIL?
SENTENCE

7724
7724
7724
7724
7724

- A.
- B.
- *C.
- D.

HOW DO YOU KNOW THE CALF IS NOT TOO STRONG?
SENTENCE:

- *A.
- B.
- C.
- D.

7725
7725
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7725
7725

WHERE DOES MILK COME FROM?
SENTENCE:

- B.
- C.
- *D.
- E.

7726
7726
7726
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7726

DIRECTIONS - READ THE STORY. THEN READ THE QUESTION. FIND THE
SENTENCE THAT ANSWERS THAT QUESTION AND CHOOSE THE LETTER OF THE
SENTENCE.

0373

STORY 3

BABY PIGS

ALL THE LITTLE PIGS WAKE UP AT THE SAME TIME, BECOME HUNGRY
AT THE SAME TIME, AND WANT TO BE FED AT THE SAME TIME. THE
LITTLE PIGS RUSH TO MOTHER PIG FOR BREAKFAST. WHEN THEY ARE
VERY SMALL THEY EAT AND SLEEP MOST OF THE DAY. MOTHER PIG EATS
HER BREAKFAST FROM A TROUGH WHILE THE LITTLE PIGS ROLL AND PLAY
IN THE MUD. SOON, THEY WILL EAT FROM A TROUGH, TOO.

HOW DO YOU KNOW THAT ALL AT ONCE THE MOTHER PIG IS VERY BUSY?
SENTENCE:

- *A.
- B.
- C.
- D.

7727
7727
7727
7727
7727

WHAT DOES A VERY YOUNG PIG DO DURING THE DAY?
SENTENCE:

- A.
- B.
- *C.
- D.

7728
7728
7728
7728
7728

HOW DO YOU KNOW THE MOTHER PIG WILL NOT ALWAYS FEED THE BABIES?

- B.
- C.
- D.
- *E.

7729
7729
7729
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7729

WHEN DOES MOTHER PIG EAT?
SENTENCE:

- A.
- B.
- C.
- *D.

7730
7730
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7730

DIRECTIONS - READ THE STORY. THEN READ THE QUESTION. FIND THE
SENTENCE THAT ANSWERS THAT QUESTION AND CHOOSE THE LETTER OF THE
SENTENCE.

0374

STORY 4

BABY SHEEP

%A□LAMBS SNUGGLE CLOSE, FOR MOMMA SHEEP HAS SOFT WARM WOOL.
 %R□WHEN LAMBS ARE OLD ENOUGH TO BE LEFT ALONE, THEY ROMP AND JUMP
 IN THE MEADOW. %C□IT WILL BE MANY MONTHS BEFORE THEY HAVE WOOL.
 %D□LAMBS LIKE TO EAT GRASS.

HOW DO YOU KNOW LAMBS LIKE TO PLAY?
 SENTENCE

- A.
- *B.
- C.
- D.

7731
 7731
 7731
 7731
 7731
 7731

WHY MIGHT MOMMA SHEEP BE NICE AND WARM?

- *A.
- B.
- C.

7732
 7732
 7732
 7732

HOW DO YOU KNOW THE LAMB'S COAT IS NOT LIKE THE MOTHER'S?
 SENTENCE

- A.
- B.
- *C.
- D.

7733
 7733
 7733
 7733
 7733
 7733

DIRECTIONS - READ THE STORY. THEN READ THE QUESTION. FIND THE
 SENTENCE THAT ANSWERS THAT QUESTION AND CHOOSE THE LETTER OF THE
 SENTENCE.

0375

STORY 5 BABY KANGAROO

%A□THE BABY KANGAROO IS CARRIED IN MOTHER'S POUCH. %B□FROM THERE
 THE BABY CAN SEE THE WORLD WHILE MOTHER KANGAROO HOPS, SKIPS, AND
 JUMPS, LOOKING FOR FOOD. %C□AFTER BABY KANGAROO IS A FEW MONTHS
 OLD, HE CAN REACH OUT OF THE POUCH FOR FOOD. %D□WHEN HE IS OLD
 ENOUGH, HE IS TAUGHT TO USE HIS POWERFUL BACK LEGS. %E□THEN *HE*
 HOPS, SKIPS AND JUMPS JUST LIKE HIS MOTHER.

HOW DOES BABY KANGAROO GET FROM PLACE TO PLACE?
 SENTENCE

- *A.
- B.
- C.
- D.

7734
 7734
 7734
 7734
 7734
 7734

WHEN CAN BABY KANGAROO GET FOOD HIMSELF?
 SENTENCE

- A.
- B.
- *C.
- D.

7735
 7735
 7735
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 7735
 7735

WHERE DO KANGAROOS GET THE STRENGTH TO HOP SO MUCH?
 SENTENCE

- B.
- C.
- *D.
- E.

7736
 7736
 7736
 7736
 7736
 7736

DIRECTIONS - READ THE STORY. THEN READ THE QUESTION. FIND THE
 SENTENCE THAT ANSWERS THAT QUESTION AND CHOOSE THE LETTER OF THE
 SENTENCE.

0376

STORY 6

BABY CHIMPANZEES

BABY CHIMPANZEES HAVE MUCH TO LEARN. THEY MUST LEARN TO CLIMB TREES. MOTHER CHIMP IS ALWAYS CLOSE BY TO TEACH HIM. SHE TEACHES HIM TO USE HIS LONG TOES AND BIG FINGERS. HE GRASPS AT BRANCHES TO KEEP FROM FALLING. THEN, WHEN HIS LESSONS ARE OVER, MOTHER CHIMPANZEE AND BABY REST IN A BIG TREE. THERE THEY HAVE A SNACK OF RIPE YELLOW BANANAS, THEIR FAVORITE FOOD.

WHO TEACHES THE BABY CHIMP TO CLIMB TREES?
SENTENCE

7737
7737
7737
7737
7737
7737

- A.
- B.
- *C.
- D.

WHAT HELPS THE CHIMP TO NOT FALL OUT OF A TREE?
SENTENCE

7738
7738
7738
7738
7738
7738

- B.
- C.
- *D.
- F.

WHEN CAN THE BABY REST?
SENTENCE

7739
7739
7739
7739
7739
7739

- C.
- D.
- E.
- *F.

DIRECTIONS - READ THE STORY. THEN READ THE QUESTION. FIND THE SENTENCE THAT ANSWERS THAT QUESTION AND CHOOSE THE LETTER OF THE SENTENCE.

0377

STORY 7

BABY OTTERS

BABY OTTERS CURL UP INTO A BALL WHEN THEY SLEEP. SOMETIMES THEY HOLD THEIR TAIL IN THEIR MOUTH. OTTERS LEARN TO SWIM SLOWLY. THEN IN A FEW MONTHS THEY ARE ABLE TO SWIM FAST ENOUGH TO CATCH ALL KINDS OF FISH FOR FOOD. OTTERS LOVE TO PLAY. A FAVORITE GAME IS SLIDING DOWN A MUDBANK INTO THE WATER WHILE THEY ARE LEARNING TO SWIM.

WHAT DO OTTERS LIKE TO EAT?
SENTENCE

7740
7740
7740
7740
7740
7740

- *D.
- E.
- F.
- G.

HOW DO YOU KNOW OTTERS AREN'T BORN GOOD FAST SWIMMERS?
SENTENCE

7741
7741
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7741
7741

- A.
- B.
- *C.
- D.

WHEN CAN OTTERS CATCH THE FISH THEY WANT?
SENTENCE

7742
7742

- A.
- B.
- C.
- *D.

7742
7742
7742
7742

WHAT GAME DOES AN OTTER LIKE
SENTENCE

- C.
- D.
- E.
- *F.

7743
7743
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7743

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO INTERPRET THE IMPLIED MEANING IN A STATEMENT BY SELECTING THE CORRECT INTERPRETATION FROM THREE POSSIBLE MEANINGS. %080

0622

DIRECTIONS-- READ THE FIRST SENTENCE THINKING CAREFULLY OF THE WORD WITH A LINE UNDER IT. THEN READ THE OTHER SENTENCES, AND CHOOSE THE ONE IN WHICH THE UNDERLINED WORD HAS A *NEW* OR *DIFFERENT* MEANING.

0634

GRANDMOTHER PUT A NEW HAT ON SALLY AND SAID, "YOU LOOK AS PRETTY AS A PICTURE." NOW SALLY WOULD WANT TO _____

- A. PUT THE HAT IN HER TOY BASKET
- *B. SHOW THE HAT TO MOTHER AND FATHER
- C. GIVE THE HAT BACK TO GRANDMOTHER

9703
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9703

MOTHER SAID, "OH, DICKO YOU ARE EATING LIKE A PIGO" MOTHER WANTS DICK TO _____

- A. EAT NO FOOD AT ALL
- *B. EAT WITH GOOD MANNERS
- C. EAT SOME MORE FOOD

9704
9704
9704
9704
9704

MRS. WILLS SAID, "YOU CHILDREN ARE AS BUSY AS BEES." SHE THOUGHT THE CHILDREN _____

- A. WERE BOTHERING MANY PEOPLE
- *B. WERE PLAYING AND WORKING HARD
- C. WERE DOING NOTHING AT ALL

9705
9705
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9705
9705

MOTHER SAID, "OH DEAR, MIKEO YOU ARE GROWING LIKE A WEEDO" SHE COULD SEE THAT _____

- A. MIKE'S TOYS WERE TOO OLD
- B. MIKE'S PANTS WERE TOO BIG
- *C. MIKE'S COAT WAS TOO SMALL

9706
9706
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9706

MOTHER SAID, "SOMETIMES PENNY EATS LIKE A BIRD." MOTHER THINKS THAT PENNY SHOULD _____

- A. EAT NO FOOD AT ALL
- B. EAT JUST A LITTLE FOOD
- *C. EAT SOME MORE FOOD

9707
9707
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9707
9707

GRANDFATHER SAID, "TOM YOU SWIM LIKE A FISH." GRANDFATHER THINKS THAT TOM _____

- *A. CAN SWIM VERY WELL
- B. CAN SWIM WITH A FISH
- C. CANNOT SWIM AT ALL

9708
9708
9708
9708
9708

GRANDMOTHER SAID, "JANE SINGS JUST LIKE A BIRD." AFTER THAT, JANE

9709

WANTED TO _____
 A. SING IN A FUNNY WAY
 *B. SING ALL DAY LONG
 C. SING NO MORE SONGS

9709
 9709
 9709
 9709

PETE SAID, "OH, BILLYO YOU ARE AS SLOW AS A SNAIL" PETE THINKS
 THAT BILLY SHOULD _____
 A. DO THINGS SLOWER
 H. DO NOTHING AT ALL
 *C. DO THINGS FASTER

9710
 9710
 9710
 9710
 9710

THE STUDENT WILL DRAW INFERENCE FROM A STORY WHEN IT IS READ
 ALOUD BY CHOOSING THE CORRECT ANSWERS TO QUESTIONS ABOUT THE
 STORY. *16

0273

READ THE STORY AND THEN ANSWER THE QUESTIONS. USE ONLY FACTS
 GIVEN IN THE STORY AND SUCH OTHER FACTS THAT YOU MAY SEE FROM THE
 ONES GIVEN. CHOOSE *A* FOR YES AND *B* FOR NO.

0438

READ-- THE ZOO ANIMALS ARE HAVING A FIGHT. THE LIONS ARE LOUDER
 THAN THE TIGERS. THE TIGERS ARE MEANER THAN THE LIONS. NOISE IS
 EVERYWHERE.

1102536
 1102536
 1102536
 1102536

ARE THE TIGERS LOUDER THAN THE LIONS?
 A. YES
 *B. NO

1102536
 1102536
 1102536

ARE THE LIONS VERY QUIET?
 A. YES
 *B. NO

1102537
 1102537
 1102537

MIGHT YOU WANT TO PUT YOUR HANDS OVER YOUR EARS IF YOU WERE AT
 THE ZOO THAT DAY?
 *A. YES
 B. NO

1102538
 1102538
 1102538
 1102538

ARE ALL OF THE ANIMALS GETTING ALONG WELL TOGETHER AT THIS
 TIME?
 A. YES
 *B. NO

1102539
 1102539
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 1102539

READ THE STORY AND THEN ANSWER THE QUESTIONS. USE ONLY FACTS
 GIVEN IN THE STORY AND SUCH OTHER FACTS THAT YOU MAY SEE FROM THE
 ONES GIVEN. CHOOSE *A* FOR YES AND *B* FOR NO.

0439

READ-- THE BABY DONKEY IN THE CHILDREN'S ZOO IS THE MOST LOVED
 ANIMAL THERE. HE LETS THE CHILDREN RIDE ON HIS BACK. HE NEVER
 KNOCKS THEM OFF. HE LIKES THE CANDY THEY GIVE HIM.

1102540
 1102540
 1102540
 1102540

IS THE BABY DONKEY THE BIG ATTRACTION IN THE CHILDREN'S ZOO?
 *A. YES
 B. NO

1102540
 1102540
 1102540

IS THE BABY DONKEY GENTLE?
 *A. YES
 B. NO

1102541
 1102541
 1102541

DOES THE BABY DONKEY ENJOY ANYTHING TO EAT?

*A. YES

*B. NO

1102542
1102542
1102542

READ THE STORY AND THEN ANSWER THE QUESTIONS. USE ONLY FACTS GIVEN IN THE STORY AND SUCH OTHER FACTS THAT YOU MAY SEE FROM THE ONES GIVEN. CHOOSE *A* FOR YES AND *B* FOR NO.

0440

READ-- BIRD LAND IS BEAUTIFUL AT THE ZOO. FLAMINGOS ARE MORE COLORFUL THAN THE STORKS. BOTH BIRDS HAVE VERY LONG LEGS. THE BIRDS IN THE PARROT FAMILY DON'T HAVE LONG LEGS BUT THEY HAVE VERY LARGE BILLS.

1102544
1102544
1102544
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1102544

ARE THE COLORS OF THE BIRDS AT THE ZOO RATHER DARK?

A. YES

*B. NO

1102544
1102544
1102544

ARE THE STORKS THE MOST COLORFUL BIRDS IN THE ZOO?

A. YES

*B. NO

1102545
1102545
1102545

DO BIRDS IN THE PARROT FAMILY HAVE TINY BEAKS?

A. YES

*B. NO

1102546
1102546
1102546

COULD THE STORKS AND FLAMINGOS LOOK OVER THE HEADS OF THE PARROTS?

*A. YES

B. NO

1102547
1102547
1102547
1102547

READ THE STORY AND THEN ANSWER THE QUESTIONS. USE ONLY FACTS GIVEN IN THE STORY AND SUCH OTHER FACTS THAT YOU MAY SEE FROM THE ONES GIVEN. CHOOSE *A* FOR YES AND *B* FOR NO.

0441

READ-- THE SNAKE HOUSE MAY BE FUN FOR THE BOYS, BUT MOST OF THE GIRLS DON'T LIKE IT. ONE LITTLE GIRL WENT BY EVERY DISPLAY, BUT SHE DIDN'T SEE ONE SNAKE. DO YOU KNOW WHY? SHE COVERED HER EYES WHEN SHE STOOD IN FRONT OF THEM.

1102548
1102548
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1102548

IS THE SNAKE HOUSE ENJOYED BY EVERYONE?

A. YES

*B. NO

1102548
1102548
1102548

DID THE ONE LITTLE GIRL SEE THE COBRAS?

A. YES

*B. NO

1102549
1102549
1102549

DID SHE OPEN HER EYES WIDE WHEN THE SNAKES COILED?

A. YES

*B. NO

1102550
1102550
1102550

DO MOST BOYS LIKE THE SNAKE HOUSE BETTER THAN MOST GIRLS?

*A. YES

B. NO

1102551
1102551
1102551

IS THIS LITTLE GIRL VERY BRAVE?

A. YES

*B. NO

1102552
1102552
1102552

THE STUDENT WILL ANALYZE THE PARAGRAPH BY INDICATING WHETHER GIVEN INFERENCES CAN BE DRAWN AND SHOWING EVIDENCE OF HIS CONCLUSION. %7n 0281

READ-- THE PENGUINS AT THE ZOO WERE A FAVORITE WITH THE CLASS. THESE BIRDS LOOKED AS THOUGH THEY HAD WHITE VEST AND LONG BLACK COATS. EVEN IF THEY DIDN'T DO ANY TRICKS, THEY WERE VERY FUNNY. IT WAS JUST THE WAY THEY WALKED THAT MADE THE CLASS LAUGH. 1102683
1102683
1102683
1102683
1102683

UNLESS PENGUINS DO TRICKS NO ONE WILL WATCH THEM. 1102684
A. YES 1102684
*B. NO 1102684

PENGUINS HAVE A FUNNY WAY OF WALKING. 1102685
*A. YES 1102685
B. NO 1102685

THE CLASS REALLY ENJOYED THESE BLACK AND WHITE BIRDS. 1102686
*A. YES 1102686
B. NO 1102686

READ-- THE SCHOOL BUS WAS WAITING FOR THE CHILDREN. BECAUSE IT WAS THE END OF THEIR ZOO TRIP, THE CHILDREN WERE SLOW IN GETTING ON THE BUS. THEN THE BUS DRIVER CALLED, "ALL ABOARD. WE'RE LEAVING NOW." THE CHILDREN MADE A DASH AND SOON EVERYONE WAS IN THE BUS. THEY WERE HEADING FOR SCHOOL AGAIN. 1102688
1102688
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1102688
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1102688

THE BUS WAS LATE. 1102688
A. YES 1102688
*B. NO 1102688

THE CHILDREN DID NOT WANT TO LEAVE THE ZOO. 1102689
*A. YES 1102689
B. NO 1102689

NO ONE WANTED TO BE LEFT BEHIND. 1102690
*A. YES 1102690
B. NO 1102690

THE TEACHER TOLD THE CHILDREN TO HURRY. 1102692
A. YES 1102692
*B. NO 1102692

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE STORY *GRAY OWL AND THE RABBITS* BY SELECTING FROM GIVEN CHOICES THE CORRECT RESPONSE TO A QUESTION WITH AN INFERRED ANSWER. %05n 0514

DIRECTIONS-- CHOOSE THE STATEMENT WHICH BEST ANSWERS THE QUESTION. 0353

WHEN DID GRAY OWL SEEM LIKE A MIGHTY HUNTER? 7830
*A. WHEN HE SWOOPED DOWN ON THE SQUIRREL. 7830
B. WHEN HE DIDN'T LISTEN TO THE HORNED OWL. 7830
C. WHEN HE WAS ABLE TO HANG ON TO THE WIGGLING RABBITS. 7830

WHAT POINT IN THE STORY COULD GRAY OWL HAVE STILL ACTED LIKE A 7831

SENSIBLE HUNTERO 7831
 A. IF HE HAD LET GO OF THE RABBITS BEFORE HE HIT THE ROCK. 7831
 B. IF HE WOULD HAVE LISTENED TO THE HORNED OWL. 7831
 *C. IF HE HAD BEEN MORE CAREFUL AND NOT LET THE SQUIRREL GO. 7831

WHEN DID THE RABBITS SHOW HOW SMART THEY WERE? 7832
 A. WHEN THEY WIGGLED SO OWL COULDN'T PICK THEM UP. 7832
 B. WHEN THEY PULLED THE OWL THROUGH THE SNOW. 7832
 *C. WHEN THEY RAN ON EITHER SIDE OF THE ROCK. 7832

WHY DIDN'T GRAY OWL OBEY HIS WISE FRIENDO 7833
 *A. HE WAS GREEDY. 7833
 B. HE WAS MEAN. 7833
 C. HE WAS COLD. 7833

WHAT SAYING MIGHT BE LIKE THE MAIN IDEA OF THIS STORY? 7834
 A. SAVE FOR A RAINY DAY. 7834
 *B. A BIRD IN THE HAND IS WORTH TWO IN THE BUSH. 7834
 C. DON'T PUT THE CART BEFORE THE HORSE. 7834

THE STUDENT WILL BE ABLE TO DEMONSTRATE HIS UNDERSTANDING OF 0637
 IMPLIED REASONS FOR AN ACTION IN THE STORY *THE TERRIBLE FRIGHT*
 BY CHOOSING THE BEST OF THREE POSSIBLE REASONS FOR THE
 ACTIONS. 8050

DIRECTIONS - SELECT THE *BEST* REASON FOR EACH ACTION. 0649

WHY DID THE SETTLERS BUILD THEIR HOMES NEAR PLYMOUTH HARBOR? 9844
 *A. IT WAS A GOOD PLACE FOR A SETTLEMENT. 9844
 B. THE INDIANS INVITED THEM TO STAY THERE. 9844
 C. EARLIER SETTLERS HAD ALREADY BUILT HOMES THERE. 9844

WHY DID JOHN AND PETER FOLLOW THE INDIAN PATH? 9845
 A. THEY HOPED TO SEE SOME INDIANS. 9845
 *B. THEY WANTED TO SEE WHERE IT WENT. 9845
 C. THEY HAD TO CHASE THEIR DOGS. 9845

WHY WOULD FRESH DEER MEAT BE A TREAT TO THE PILGRIMS? 9846
 A. THEY DIDN'T HAVE DEER MEAT IN EUROPE. 9846
 B. IT WAS THE BEST KIND OF MEAT. 9846
 *C. THEY DIDN'T GET FRESH MEAT VERY OFTEN. 9846

WHY DID THE MEN THINK THE HOWLS THEY HEARD WERE LIONS? 9847
 *A. THEY WERE UNFAMILIAR WITH LIONS AND WOLVES. 9847
 B. THEY KNEW THERE WERE LIONS IN AMERICA. 9847
 C. THE DOGS ACTED LIKE IT WAS LIONS. 9847

WHY WOULD IT HAVE BEEN SO SERIOUS IF THE MEN REALLY HAD BEEN LOST 9848
 IN THE WOODS? 9848
 A. THE LIONS WOULD HAVE FATEN THEM. 9848
 B. THEY COULDN'T HAVE BROUGHT THE THATCH BACK. 9848
 *C. THE OTHER PILGRIMS MIGHT NEVER HAVE FOUND THEM. 9848

GIVEN A PARAGRAPH AND SEVERAL INFERENCES, THE STUDENT WILL 0847
 ANALYZE THE INFERENCES BY CHOOSING THE LOGICAL CONCLUSION TO THE

PARAGRAPH. *020

DIRECTIONS-- READ THE PARAGRAPH BELOW. THEN READ THE SENTENCES
AND CHOOSE THE BEST ENDING FOR THE PARAGRAPH.

0853

SUSAN AND BILL HAD PLANTED FLOWER SEEDS IN THE GARDEN. THEY WERE
VERY EXCITED WHEN THEY SAW THE FLOWERS COME UP. ONE DAY THEY SAW
A RABBIT HOPPING THROUGH THEIR YARD. THE NEXT MORNING THEY LOOK-
ED AT THEIR FLOWERS AND THEY WERE RUINED. SUSAN AND BILL WILL _____.
A. NEVER PLANT FLOWERS AGAIN
B. ALWAYS WATCH OUT FOR RABBITS
*C. COVER THE PLANTS TO PROTECT THEM

1105850
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1105850

AMY AND LAURIE WERE PLANNING A TEA PARTY. THE GIRLS THOUGHT IT
WOULD BE FUN TO MAKE SOME COOKIES. THEY MIXED UP THE COOKIE DOUGH
AND PUT THE COOKIES IN THE OVEN. WHILE THE COOKIES WERE BAKING,
THEY WERE OUTSIDE FIXING THE TABLE. LATER, LAURIE CAME IN TO GET
THE COOKIES AND FOUND THEM ALL BURNED. AMY AND LAURIE WILL _____.
A. GET AMY'S MOTHER TO MAKE SOME MORE COOKIES
B. FIND OUT HOW TO USE THE TIMER FOR THE OVEN
*C. EAT THE CUPCAKES AMY'S MOTHER MADE YESTERDAY

1105851
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CREATIVE WRITING THROUGH LITERATURE

THE STUDENT CAN SYNTHESIZE ELEMENTS FROM A STORY AND RELATE THEM
TO A PERSONAL EXPERIENCE BY WRITING HIS OWN STORY. *010

0497

WRITE A STORY ILLUSTRATING A TIME IN YOUR LIFE WHEN YOU MIGHT
HAVE BEEN HURT OR IN SOME TROUBLE IF A FRIEND HAD NOT HELPED YOU.

7716
7716

THE STUDENT WILL DEMONSTRATE AN ABILITY TO DERIVE A UNIQUE
APPROACH TO A GIVEN SITUATION BY WRITING HIS OWN ORIGINAL STORY
BASED ON SPECIFIC IDEAS CONTAINED IN THE STORY *CITY MOUSE AND
COUNTRY MOUSE.* *010

0478

WRITE A STORY BASED UPON THE THEME OF *CITY MOUSE AND COUNTRY
MOUSE* ASSUMING THEY HAD NEVER MET THE CAT.

7624
7624

THE STUDENT WILL SHOW HIS ABILITY TO SYNTHESIZE BY WRITING A
PERSONAL STORY BASED UPON THE IDEAS CONTAINED IN *A CLEVER
FOX.* *010

0485

WRITE A STORY SIMILAR TO *A CLEVER FOX* IN WHICH YOU BELIEVED YOU
WERE ACTING CLEVERLY BUT WERE OUTFOXED IN THE END.

7652
7652

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO SYNTHESIZE BY WRITING
A STORY BASED UPON *THE MYSTERY OF MORGAN CASTLE* ASSUMING
CERTAIN CHANGES OF EVENTS. %01□

0506

WRITE YOUR OWN STORY OF *THE MYSTERY OF MORGAN CASTLE* WITH ONE
OR MORE OF THE FOLLOWING CHANGES.

7795

A. BILL DID NOT GO TO MORGAN CASTLE WITH GABBY THE FIRST
NIGHT.

7795

B. GABBY GAVE THE POLICE THE FIRST BAG OF MONEY FRITZ HAD
FOUND.

7795

C. LUCY WELLINGTON TOLD THE POLICE TWENTY YEARS AGO THAT ROSS
MORGAN WAS ALIVE.

7795

7795

7795

7795

7795

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO SYNTHESIZE BY WRITING
A PERSONAL OR IMAGINARY EXPERIENCE WHICH IS RELATED TO THE IDEAS
CONTAINED IN *LITTLE ORPHANT ANNIE.* %01□

0511

WRITE A STORY OF AN EXPERIENCE THAT REALLY HAPPENED TO YOU OR
THAT YOU MADE UP IN WHICH GOBBLE-UNS COULD GET YOU AS YOU SAW IN
LITTLE ORPHANT ANNIE.

7821

7821

7821

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO SYNTHESIZE BY WRITING
AN ORIGINAL STORY BASED UPON IDEAS CONTAINED IN *GRAY OWL AND THE
RABBITS.* %01□

0518

WRITE A STORY BASED UPON *GRAY OWL AND THE RABBITS* ASSUMING GRAY
OWL HAD LISTENED TO HORNED OWL AND ONLY TOOK ONE RABBIT. WHAT
WOULD HAVE HAPPENED?

7861

7861

7861

THE STUDENT WILL BE ABLE TO SYNTHESIZE USING THE STORIES AND
HISTORICAL FACTS IN THE UNIT *ROADS TO THE PAST* BY WRITING A NEW
STORY. %01□

0647

USE THE STORIES AND HISTORICAL FACTS IN THE UNIT *ROADS TO THE
PAST* TO WRITE A NEW STORY.

9922

9922

IN YOUR STORY IMAGINE THAT THE INDIANS ARE THE ONES TO LEAVE
THEIR HOME AND THEY SAIL TO ENGLAND. TELL ABOUT THE EXPERIENCES
THEY ENCOUNTER WHEN THEY MEET THE SAME PILGRIM CHARACTERS AS WE
READ ABOUT IN OUR UNIT.

9922

9922

9922

9922

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DERIVE A UNIQUE
APPROACH TO A GIVEN SITUATION BY WRITING A POEM DESCRIBING A
SEASON OF HIS CHOICE. %01□

0435

CHOOSE ONE OF THE FOUR SEASONS. USING EITHER RHYMING, HAIKU, OR
FREE VERSE, WRITE A POEM WHICH WOULD TELL YOUR FAVORITE PART OF
THAT SEASON.

7412

7412

7412

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO TELL A PERSONAL OR MAKE-BELIEVE EXPERIENCE EFFECTIVELY BY WRITING A UNIQUE COMPOSITION RELATING HIS FIRST REALIZATION OF REAL VS. MAKE-BELIEVE. %01n

0441

THINK ABOUT SAM'S EXPERIENCE WITH *TELLING MOONSHINE*. WRITE A STORY, EITHER REAL OR MAKE-BELIEVE, ABOUT HOW YOU FIRST FOUND OUT THAT MAKE-BELIEVE THINGS DO NOT REALLY HAPPEN.

7442

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO TELL A PERSONAL STORY EFFECTIVELY BY WRITING ABOUT A TIME WHEN HE HAS BEEN FRIGHTENED BY IMAGINARY CREATURES. QUESTION IS BASED ON THE POEM *SEEIN' THINGS* BY EUGENE FIELDS. %01n

0455

THINK ABOUT THE POEM *SEEIN' THINGS*. THE BOY IN THE POEM IS SCARED AT NIGHT BECAUSE HE SEES MAKE-BELIEVE THINGS IN THE DARKNESS. IN THE SPACE BELOW TELL ABOUT A TIME WHEN YOU SAW STRANGE THINGS AT NIGHT.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO CONTRIBUTE A UNIQUE WAY OF VIEWING A WELL-WORN SOLUTION BY WRITING HIS EXPLANATION OF THE MEANING OF AN EXPRESSION IN REGARDS TO THE STORY *THE LITTLE GRAY TRUCK.* %01n

0429

THERE IS A SAYING THAT SQUARE PEGS DO NOT FIT INTO ROUND HOLES. THINK ABOUT TRYING TO PUT A SQUARE PEG IN A ROUND HOLE. YOU CAN NOT DO IT. ON THE OTHER HAND, A ROUND PEG WILL FIT IN A ROUND HOLE, VERY NICELY. *THINK ABOUT LITTLE GRAY TRUCK AS THE PEG.* DURING MOST OF THE STORY HE WAS A SQUARE PEG IN A ROUND HOLE. BUT AT ONE TIME IN THE STORY HE WAS ROUND PEG IN A ROUND HOLE. IN THE SPACE BELOW, TELL ABOUT LITTLE GRAY TRUCK WHEN HE WAS A SQUARE PEG AND HOW HE BECAME A ROUND PEG.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DERIVE A UNIQUE APPROACH TO A GIVEN SITUATION BY LISTING SITUATIONS IN WHICH TALKING BEFORE YOU HAVE THOUGHT COULD GET YOU INTO TROUBLE. QUESTION IS BASED ON THE STORY *THE TURTLE WHO TALKED TOO MUCH.* %01n

0449

IN THE STORY *THE TURTLE WHO TALKED TOO MUCH* THE TURTLE LEARNED THAT YOU SHOULD THINK BEFORE YOU TALK. THINK ABOUT TIMES WHEN TALKING BEFORE YOU HAVE THOUGHT GOT YOU INTO TROUBLE. BELOW LIST AT LEAST THREE TIMES WHEN THINKING FIRST WOULD HAVE KEPT YOU OUT OF TROUBLE.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DERIVE A UNIQUE

0404

APPROACH TO A GIVEN SITUATION BY WRITING A STORY IN WHICH A GIVEN LESSON IS LEARNED. %01□

THINK ABOUT THE LESSON THE HARE LEARNED IN THE STORY *THE HARE AND THE HEDGEHOG.* WRITE YOUR OWN STORY AND HAVE ONE OF YOUR CHARACTERS LEARN THAT SAME LESSON.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DERIVE A UNIQUE APPROACH TO A GIVEN SITUATION BY WRITING AN EXAMPLE IN WHICH THE LESSON TAUGHT BY THE STORY *THE BIG WHISTLE* COULD BE APPLIED. %01□

0420

THINK ABOUT THE LESSON BIG TOOT TAUGHT THE PEOPLE IN *THE BIG WHISTLE.* WRITE A FEW SENTENCES TELLING HOW YOU COULD USE THIS LESSON IN YOUR LIFE.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DERIVE A UNIQUE APPROACH TO A GIVEN SITUATION BY COMPLETING A STORY GIVEN THE BEGINNING OF THAT STORY. EXERCISE IS BASED ON *THE MAN WHO KEPT HOUSE.* %01□

0412

THINK ABOUT THE MAN'S EXPERIENCE IN THE STORY *THE MAN WHO KEPT HOUSE.* READ THE SENTENCES BELOW. FINISH THE STORY BY TELLING WHAT THINGS HAPPENED TO JOE WHEN HE TOOK OVER SUE'S JOB.

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JOE, THE HORSE, AND SUE, THE GOOSE, WERE VERY GOOD FRIENDS. EVERYDAY JOE STOPPED TO SEE SUE ON HIS WAY HOME FROM WORK AND EVERYDAY HE SAID, "WHAT DO YOU DO ALL DAY? ALL YOU HAVE TO DO IS KEEP THE PEN CLEAN AND TAKE CARE OF THE BABY GEESE. WHAT AN EASY JOB YOU HAVE."

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ONE DAY SUE WAS TIRED OF HEARING THIS. SHE TOLD JOE, "TOMORROW, YOU STAY IN THE PEN AND I WILL PLOW THE FIELDS."

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"FINE," SAID JOE.

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THE NEXT DAY ARRIVED AND WAS JOE IN FOR A SURPRISE.

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